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ABSTRACT

The study of women faculty and students at Canadian Universities reported in this document covered 10 areas of academic life. The study involved two questionnaires, one directed to the President's Office and/or faculty representative and one to students. Responses were received from 55 percent of the 82 President/Faculty questionnaires and 42 student questionnaires were returned from 32 institutions. Findings include the following: (1) lack of child care for faculty and students is a significant problem; (2) much remains to be done to achieve a balance of male/female perspectives and scholarship; (3) half of institutions have initiatives in place to encourage women to pursue non-traditional fields; (4) 50 percent of institutions had a gender-neutral language policy; (5) 91 percent of institutions have sexual harassment policies; (6) campus safety measures vary widely depending on various factors; (7) there is some limited acknowledgement of the differences in career paths between women and men; (8) 50 percent of students reported that they had no access to a female faculty member as a mentor; (9) only 34 percent of universities collected information on dropouts; (10) improvement has occurred in salary equity for women faculty but discrepancies are still apparent; and (11) half of respondent institutions have Affirmative Action or Employment Equity plans. Appendixes contain the questionnaire with response summaries, statement of rationale, list of participants, list of information received from universities along with their questionnaires, and a list of participating clubs and members. (JB)

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CANADIAN FEDERATION OF UNIVERSITY WOMEN
FÉDÉRATION CANADIENNE DES FEMMES DIPLÔMÉES DES UNIVERSITÉS

WOMEN IN UNIVERSITIES

SURVEY OF THE STATUS OF FEMALE FACULTY AND STUDENTS AT CANADIAN UNIVERSITIES

PREPARED BY
MARY SAUNDERS, PH.D
MARGARET THERRIEN, B.N
LINDA WILLIAMS, PH.D

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NOVEMBER 1992

CANADIAN FEDERATION OF UNIVERSITY WOMEN
FÉDÉRATION CANADIENNE DES FEMMES DIPLÔMÉES DES UNIVERSITÉS

Head Office: Siège social

55 Parkdale Avenue
Ottawa, Ontario,
K1Y 1E5

Tel: (613) 722-8732
Fax: (613) 722-8732

CANADIAN FEDERATION OF UNIVERSITY WOMEN
FÉDÉRATION CANADIENNE DES FEMMES DIPLÔMÉES DES UNIVERSITÉS

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Head Office — Siège social
55 Parkdale Avenue, Ottawa, Ontario, K1Y 1E5
Telephone (613) 722-8732 Fax (613) 722-8732

WOMEN IN UNIVERSITIES

FOREWORD

As President of the Canadian Federation of University Women (CFUW) it gives me great pleasure to introduce the report of the "Women in Universities: A Survey of the Status of Female Faculty and Students at Canadian Universities". This study is a practical application of CFUW's commitment to the promotion of excellence in education, the encouragment of advanced study and research by women, and the improvement of the status of women. The Federation is one of 59 members of the International Federation of University Women (IFUW) which has similar aims and objectives with a global perspective.

In 1990 President, Thomasine Irwin, urged CFUW clubs "to contact post-secondary institutions in their communities to determine what actions are being taken concerning sexual discrimination, campus violence, alcohol abuse, and other issues that contribute to the environment on Canadian campuses". Subsequently, CFUW Oakville developed a research project designed to raise consciousness in areas where women experience discrimination at Canadian universities and to provide a tool whereby the performance and progress of universities could be monitored in these areas.

The "Survey of the Status of Female Faculty and Students at Canadian Universities" investigated areas previously unresearched and gathered responses from universities nationally. This approach has provided a unique opportunity to create a profile of a "woman-friendly" university for the nineties. There has been no attempt to "rank" the institutions. However, by drawing attention to specific areas of concern, trends have emerged, and these may assist individual universities to evaluate their own performance, identify creative solutions and develop improvements in programmes and procedures. We sincerely hope this most ambitious project will be of value to those involved in both educational and status of women initiatives throughout Canada.

I wish to acknowledge all those individuals both in the Federation and in the Universities who have contributed so much of their time and energy to this survey. Countless hours went into research of the issues, design of the process, interviews, compilation of the responses and presentation of the findings. The CFUW "Women in Universities" Project is one in which we can all take pride - personally one with which I am delighted to have been associated.

Margaret K. Matheson

Margaret K. Matheson
President, Canadian Federation of University Women.
November, 1992

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DEDICATION

The following report is dedicated to Barbara Glover who instigated the investigation and worked so diligently on the questionnaire. Barbara died before completion of the study. Her memory lives on in those who knew her. We were inspired by her commitment to feminism.

As with many projects of the Canadian Federation of University Women and of women in general, this study could not have happened without the skill, effort and cooperation of many women. The authors thank the members of CFUW-Oakville who believed in, and supported, the project. We particularly want to thank Patricia Hutchison, CFUW-Oakville President 1990-1991, and Margaret Matheson, National President, Canadian Federation of University Women.

Mary Saunders, Margaret Therrien and Linda Williams
Oakville, Ontario
November, 1992

SUMMARY

This report describes the findings and recommendations of the Canadian Federation of University Women's (CFUW) **"SURVEY OF THE STATUS OF FEMALE FACULTY AND STUDENTS AT CANADIAN UNIVERSITIES"**, conducted in fall 1991 and spring 1992.

The objectives of the project were to raise the awareness of inequalities for women at our universities, to identify creative solutions to problems and share them with all institutions, and to support initiatives for reform using CFUW's national network of clubs.

The Canadian Federation of University Women was founded in 1919 as a national volunteer organization with the goals of encouraging advanced study and research by women, cultivating excellence in education, advancing human rights and world peace, and improving the status of all women. CFUW is a charter member of the International Federation of University Women which works towards the global advancement of human rights. Currently there are 11,000 members of CFUW in 137 clubs from Vancouver Island to Newfoundland.

The CFUW survey was unusual in two aspects. It was administered, wherever possible, using the personal contact of a CFUW volunteer with the Status of Women Coordinator (or person responsible for women's issues) at the local university. The questionnaire covered ten areas of academic life, some of which had not been examined previously in some provinces: Support Services, Course Content, Curricula, Gender-Neutral Language, Harassment, Safe Environment, Incentives, Salary Equity, and Hiring and Tenure. Two versions of the survey were prepared, one directed to the President's Office and/or a faculty representative, and one to students, in which the questions on salary and hiring were replaced with questions on supervision and guidance. Although questionnaires were not administered to female support staff, it was hoped that recommendations derived from the faculty and student responses would benefit staff equally.

The results of the CFUW survey showed that progress is being made in improving the situation of women at Canadian universities but, with a few exceptions, the pace is slow and the focus uneven. Responses were received from 55% (45 universities) of the 82 President's Office/Faculty Questionnaires distributed. Student Questionnaires were returned from 32 institutions. We have made a conscious effort in this report to name universities only where we feel they have a genuine solution which other universities should implement.

A. SUPPORT SERVICES

Lack of child care for both faculty and students continues to be a significant problem. More spaces and greater after-hours flexibility are needed for both faculty and students. The area of health services was the most advanced; almost all institutions providing a reasonable range of services. Athletic facilities were found to be equally accessible to men and women in theory but some respondents described a low priority of women's programs, unequal sports budgets and lack of sensitivity to women's preferences in athletic activities. Women's Centres were reported at half of the responding universities. These centres perform vital functions in promoting networking among women, supplying information and documentation, and/or providing support and life skills training programs. However, only one-third of Women's Centres had secure funding.

B. COURSE CONTENT

Much remains to be done to achieve a balance of male/female perspectives and scholarship at Canadian universities. Only 1/6 of responding institutions had a general policy encouraging such a balance. Students were acutely aware of variations in the attitudes and course materials used by professors. CFUW recommends that all students be required to take a course in Women's Perspectives to increase the awareness of women's contributions.

C. CURRICULA

Half of the institutions had specific initiatives in place to encourage women to pursue studies in non-traditional fields but it was clear that increased attention to recruitment and publicity is needed. A Women's Studies program was in place at 28 responding universities but advanced degrees were available at only two. Only 1/3 of Women's Studies Programs had a full-time coordinator.

D. GENDER-NEUTRAL LANGUAGE.

Although 50% of universities had a gender-neutral language policy, it was not often seen in action on campus outside of administrative documents. The majority of institutions reported that most of their female faculty used gender-neutral language and encouraged their students to do so, but at fewer than half of universities did the majority of male faculty comply with the policy. Students lamented the lack of "good examples" in the classroom.

E. HARASSMENT

The greatest progress has been made in the area of sexual harassment. A sexual harassment policy was in place at 91% of responding universities and 72% had a Sexual Harassment Officer responsible for complaints procedures and education programs. Theatre skits, video presentations and workshops were cited as effective means of educating the university community. However, when asked about the level of awareness of what constituted sexual harassment and what to do about it, responses from the faculty and students indicated much less confidence in the awareness of others than responses from the President's Office. Universities should determine the true effectiveness of their education programs. Mandatory classes for students and workshops for all faculty and staff were suggested. Sanctions for sexual harassment ranged from apology and restitution to the victim, to expulsion or dismissal. Several universities mentioned that their Sexual Harassment Officer's emphasis was on educating the harasser rather than punishment. The majority of institutions had measures in place to prevent reprisals against complainants or witnesses. The length of the complaint procedure and the fact that the individual determining the sanction could be the guilty party were identified by some respondents to be problems in the practical application of the policy. Student-produced newspapers, some of the greatest offenders in the past, were covered by the policy in 67% of cases but monitored, informally, in only 47%.

F. SAFE ENVIRONMENT

Safety measures vary widely among Canadian universities, depending on the nature of the campus, size of the community, etc. Several large urban institutions had major programs in place, stressing zero tolerance of violence against women and supplying information on personal security directly to students. The majority of institutions had a fully lit path around the campus, escort services and a well-lit parking lot. Less common were trimmed shrubbery, library security patrols, men's groups concerned with violence against women, emergency phones and TV monitors. Some universities did not have any of these safety measures (due to underfunding or small campus size) and commented that safety did not appear to be a big issue on their campuses. However, respondents, particularly students, at the same institutions did not share that view. Universities should investigate the perception of personal safety of women on their campuses.

G. RECOGNITION OF WORK EXPERIENCE (FACULTY)

Acknowledgement of the differences in career paths between women and men was commencing on some campuses. Thirty-three per cent of universities reported that, when hiring, they took into account time taken for child-rearing or other family responsibilities.

Only one institution stated that its equity policy contained clauses that specifically mentioned the recognition of different career paths. Recognition of unpaid relevant experience was, at best, informal and highly dependent on the individual and position desired. Unbiased criteria to assess women's qualifications and alternative career paths should be established at all universities.

G. SUPERVISION AND GUIDANCE (STUDENT)

Half of the responding students reported that they had no access to a female faculty member as a mentor. Many respondents lamented the lack of female faculty members available to be mentors and commented that the time permitted with mentors was often too limited to be effective. Only one-sixth of students reported that the ratio of women to men on their committees was the same as the ratio in their department. Such a lack of role models and mentors does a disservice to the young women at our universities, especially those in non-traditional fields.

H. INCENTIVES

Information on how many students drop out and why was collected by 34% of universities but the majority were not able to determine whether more men than women dropped out. Students were very definite that a lack of child care, a lack of timetabling flexibility and a lack of encouragement by advisors led to a larger number of women than men dropping out. Half of the universities had expanded their timetabling options by offering more evening courses, variable blocks of hours for a course, co-operative work-study programs, correspondence courses and telecollege. Several universities have scholarships and fellowships for part-time undergraduate and graduate students. Job-sharing and "re-entry" fellowships for women Ph.D. students are a rarity at Canadian universities. Even when available (to some degree at 39% of institutions), such arrangements were not widespread, tended to be individually negotiated and were not felt to be viewed favourably by others on campus. One university stated that it was incorporating clauses addressing this issue into its Employment Equity plan.

I. SALARY EQUITY

Improvement has occurred in salary equity for women faculty but discrepancies are still apparent at every teaching rank. Women's salaries as a percentage of men's ranged from 95% at the full and associate professor level to 98% at the sessional lecturer level. Women averaged approximately 21% of the total faculty hired in the last 5 years at responding universities but were still concentrated in the lower teaching ranks (9% of full or associate professors, and 12% of assistant professors and lecturers, were women.)

Men were concentrated in the higher teaching ranks (58% of full and associate professors, and 21% of assistant professors and lecturers). Pay Equity plans were in place at 57% of universities. A survey to identify salary inequities had been carried out at 58% of institutions, and salary inequities were identified at 91% of these. Action to implement recommendations from the survey was underway at 18 universities. Widely applicable recommendations included an equity officer, annual monitoring of salaries, and improvements in job classifications.

J. HIRING AND TENURE

Half of responding universities had an Affirmative Action or Employment Equity plan. Several universities had established goals and detailed implementation plans for the hiring of women, including penalties for hiring units not complying within a reasonable time. Progress remains slow on the issue of tenure. Of the 29 institutions reporting on hiring in the last five years, only two indicated that they had hired more female than male faculty members in the tenure track; two had hired equal numbers. The number of women achieving tenure in the last five years was 25% of the total faculty members. Only seven universities had conducted a study to investigate barriers to women's tenure: male-domination of departments, biased recruitment procedures and difficulties in balancing family, administrative and academic responsibilities were cited as problems. Modified tenure procedures to accommodate faculty with young families were in place at 16 universities. At 45% of responding institutions, efforts were made to include more than one woman on important academic committees. However, 34% of universities did not have information on the ratio of female/male faculty on internal review boards allocating funds.

STUDENTS' SUGGESTIONS

Students felt strongly about several issues raised by the questionnaire. Campus climate was of great concern. Students wanted input into decisions made on safety and harassment. Students perceived that women students were seen as less dedicated to their education and were not encouraged and supported as much as their male counterparts. Increased access to female mentors was stressed.

CFUW'S RECOMMENDATIONS

In view of the fact that many universities already have studies containing the same recommendations for reform, we confined our recommendations to the following:

1) Implement now the recommendations of existing reports or the measures in the "Profile of the Woman-Friendly University".

2) Reorder spending priorities so that measures to improve the situation for women on campus can be managed as far as possible within existing resources.

3) Strike a committee to conduct annual monitoring of progress in implementing reforms which is accountable and whose findings are made public.

PROFILE OF A "WOMAN-FRIENDLY" UNIVERSITY

CFUW describes in detail (on page 29 of the report) 54 features of an ideal "woman-friendly" university in Canada. This list can be used as a checklist for universities with internal reports or as a blue-print for new universities or those who have not yet conducted a study.

CONCLUSION

Progress is being achieved in the struggle to eliminate barriers against women at Canadian universities. Most of the effort has been concentrated on identifying problems and proposing solutions. However, this is not new. What is needed now is action to implement reforms proposed, in many cases, by the universities' own review committees. CFUW wants to ensure this action occurs and stands ready to assist in the attainment of the goal of true equality for women at our universities.

INTRODUCTION

The Canadian Federation of University Women's "SURVEY OF THE STATUS OF FEMALE FACULTY AND STUDENTS AT CANADIAN UNIVERSITIES" developed as a result of frustration - frustration at the pace of change for women at Canadian universities. The acknowledged inequitable situation of women in universities is a very complex and multi-faceted problem. It has only recently been recognized that factors such as "the chilly climate", demanding family responsibilities and the subtle lack of recognition of women's scholarship contribute to the following conundrum: females constitute 56.1% of undergraduates, 47.8% of Masters graduates, but only 33.2% of Doctoral graduates (StatsCan as quoted in Financial Post Magazine June 1992), leading to an even more modest complement of women professors in Canadian universities.

The situation for women on Canadian campuses was of concern to the Canadian Federation of University Women (CFUW). CFUW was founded in 1919 as a national, volunteer, non-profit organization committed to the pursuit of knowledge, the promotion of education, the improvement of the status of women and human rights, and active participation in public affairs in a spirit of cooperation and friendship. Currently there are 11,000 women university graduate members in 137 clubs across Canada.

Members of CFUW-Oakville resolved to use the national network of clubs to press politely but firmly for change in the status of women at universities. We knew some universities had instituted excellent programs addressing certain issues, while other universities had not yet acknowledged their existence. Some universities had been "surveyed to death", while others had not yet been offered an opportunity to participate in a study.

It was decided to administer a national questionnaire to examine the status of women at Canadian universities and formulate a qualitative picture of the progress at Canadian universities in ten areas of academic life. The objectives were to raise awareness of the struggle of women at universities to achieve equality, to identify creative solutions and to share them with all universities. CFUW hoped that its external concern would complement the internal efforts of all members of the university community dedicated to reform.

This report documents the findings of the survey. The methodology and analysis of the data are described. The information is then discussed in the context of relevant literature. Recommendations and a profile of the "woman-friendly" university are offered by CFUW as our contribution to improving the status of women at Canadian universities.

METHODOLOGY

The Questionnaire (Appendix 1) was prepared in 1990-1991 by CFUW-Oakville volunteers. Extensive research of relevant literature resulted in a draft questionnaire which was sent for critical comment to academic women across Canada. Several of these women were experts in the area of women's issues on campus. (See list on the last page of the questionnaire, page 61 of this report.) Further modifications were incorporated after examination of the draft by the CFUW National Board. Translation into French was done by volunteers in francophone CFUW clubs. Approval to proceed was received at the CFUW Annual General Meeting in Toronto in August and the project was officially launched by CFUW President Peggy Matheson in October 1991.

The content of the questionnaire was designed to stimulate examination of the situation of women on campus in its broadest sense from the perspective of the President, the Faculty and the Students. Sections of the President's Office/Faculty Questionnaire were: Support Services; Course Content; Curricula; Gender-Neutral Language; Harassment; Safe Environment; Recognition of Work Experience; Incentives; Salary Equity; Hiring and Tenure; and, General Comments. In the Student Questionnaire, the "Recognition of Work Experience" section became "Supervision and Guidance", and the sections on "Salary Equity" and "Hiring and Tenure" were omitted.

In general, the questions were designed to elicit descriptive and qualitative information rather than to collect statistics. The intent of the Student version was to gain some insight into a student's perception of the situation on campus. It was recognized that these results would possibly be anecdotal in nature and not necessarily representative of the student body.

Universities and colleges to be surveyed were drawn from the list published by the Association of Universities and Colleges of Canada (AUCC) 1991. Regional Directors of CFUW, in consultation with local clubs, asked clubs to survey universities in their areas. Background information, the Rationale (Appendix 2) and procedures for conducting the survey were sent to all volunteers. The Status of Women Coordinator (or person responsible for women's issues) at the local university was contacted and personal meetings were arranged. CFUW members delivered copies of the questionnaires to the university. If a similar survey had recently been carried out at the institution, it was requested that the pertinent reports be attached. A positive and cooperative attitude was maintained throughout.

The volunteers contacted the Coordinator to collect the questionnaires, discussed the answers briefly where possible, and obtained comments from the Coordinator as to the usefulness of the project. Club volunteers also summarized their experiences with the project. Completed questionnaires were sent to the CFUW-Oakville Committee for analysis and preparation of the national report.

DATA ANALYSIS

Eighty-two President's Office/Faculty and Student Questionnaires were distributed to local CFUW Regional Directors and clubs. Of these, 51 responses were received representing 45 Canadian universities (see Appendix 3) for a return rate of 55% (45/82). There were 29 replies from Presidents' Offices, 13 replies from Faculty representatives, 1 combined President's Office/Faculty submission, and 8 replies from committees identifying themselves as Employment Equity or another committee concerned with women's issues. Not every university answered every question, therefore total responses for each question vary accordingly. Where Faculty replies differed significantly from those of the President's Office for the same university, it is noted in the text. Forty-two Student Questionnaires were received, representing 32 universities. Replies were received from 35 female and 5 male undergraduates, and 10 female graduate students. Appendix 4 contains a list of information (reports, policies, pamphlets, information sheets) eceived from participating universities.

Tallies were made of the responses and trends were noted as percentages of the total response with actual numbers given in parentheses for the President's Office and the Faculty. Numbers for Student Questionnaires were not given: some were completed by individuals, others by groups and, in some cases, several questionnaires were received from one university. Data were presented as a description of the situation in 1991-1992 at 45 universities, not as statistically significant numbers.

NOTE: Mount Saint Vincent University in Halifax has occupied a unique position among Canadian Universities since its establishment as an institution concerned primarily with the education of women. In 1992, 85% of the student body were women as well as over half of the full time faculty, the senior administration and the Board of Governors. This stands in marked contrast to other institutions. Naturally, Mount Saint Vincent has pioneered the development of learning and support programs which are particularly favourable to women. Many of these ideas appear in the recommendations at the end of the report. Other Canadian universities are now addressing these issues. This report cites examples illustrative of their efforts to provide a similarly positive climate for women's education.

A. SUPPORT SERVICES

President's Office/Faculty. All of the responding universities had some of the listed support services in place and many supplied brochures and policies. Table 1 summarizes the services provided by universities from most to least frequent.

TABLE 1
FREQUENCY OF SUPPORT SERVICES

Equal Access to Sports Facilities	38/44	86%
Health Services/Birth Control	37/44	84
Women's Preferences in Sports	36/44	82
Health Services/Psychiatric	34/44	77
Women's Networks	32/42	76
Equal Time in Sports Facilities	27/44	61
Status of Women Office	24/44	55
A Women's Centre	22/44	50
Equal Budgets/Sports Programs	19/44	43
Secure Funding for Status of Women Office and/or Women's Centre	16/39	41
Training in Learning Skills	8/23	35
Assertiveness Training	8/23	35
Training in Time Management	5/21	24
Status of Women Newsletter	10/44	23
Drop-in Child Care Services	7/43	16
Support Services/Single Mothers	4/42	10

The most commonly provided services were equal access to sports facilities, health services which included birth control and psychiatric counselling, sports activities which take women's preferences into account, and networks of women students and faculty. Only one university had allotted more money to women's sports programs; a few gave the higher cost of men's sports as the reason for the inequity.

The least often provided services were drop-in day/evening child care services and support services specifically for single mothers. Other support services described by at least one university included: a reference library at the Women's Centre which does lobbying and referrals, support for victims of sexual abuse or discrimination, legal and financial advice, career counselling, and self-defence courses.

Students. In general, students appeared to be well informed about basic health services available at their university. One comment was made about long waiting lists for some provided services.

Many of the respondents were undergraduates with no parental responsibilities and noted that support services for children were not of prime concern to them.

Most were confident that women had equal access to sports facilities although some expressed doubts with comments like "yes, technically" or felt that women's intramural sports had the least priority. Although most respondents agreed that their athletic facilities took women's preferences in sport into account, some were concerned about extra costs assessed.

A female undergraduate mentioned that the Women's Centre at Concordia University published a monthly calendar of events and offered "consistent and ongoing programming, services, information and referral" on matters of interest to women at the university and in the community.

B. COURSE CONTENT

President's Office/Faculty. Only 16% of the universities (7/44) indicated that they had a general policy which encouraged balance in course content with respect to male and female scholarship, perspectives and concerns. Some "yes" respondents did not actually have a "university-wide" policy; some included Women's Studies courses. One "yes" respondent qualified the response by saying "where the text is applicable, social sciences, humanities, administration,[sic] this is most difficult in experimental sciences".

"No" respondents stated that although there was no university-wide policy, many faculties and instructors were aware of and encouraged to deal with gender issues. Other "no" respondents commented that a general policy was difficult in certain subject areas. Some "not applicable" respondents stated that technical subjects dominated their programs.

Forty-two per cent of universities (18/43) made an effort to achieve balance in at least one of the faculties listed and added the faculties of education, fine arts, administrative studies, applied sciences and architecture. Arts and the Social Sciences were the faculties in which the effort was made most often. York University stated that it monitored the situation through its Senate Committee on Curriculum and Academic Standards which required explicit evidence of compliance in individual departments. One respondent said the Women's Studies program was part of the faculty of Arts and Science, and that Law and Nursing had courses which were part of this program. Some respondents stated that an effort to achieve balance was made university-wide but that it was not a mandated policy and therefore was dependent on the initiative of individual departments or faculties.

Students. Most students did not know if a policy encouraging balance in course content existed at their university. One female undergraduate commented that women's concerns were often discussed in Journalism but that "in the Foundation year, 'traditional' male scholarship and perspective are emphasized". This student felt she could fairly say that this was of conce[illegible]o many female students. Some students noticed that a balance was achieved in some courses but

that it was dependent on the individual professor: "if he or she is aware and sensitive to women's issues, support and material will be available..."

When asked to assess how well specific faculties did in achieving a balance in course content, social science and language faculties were cited most often. Others noted that course content varied significantly within a faculty and that attempts were being made to "balance the professional colleges". One female undergraduate said that her engineering course was purely scientific, and that there were no women professors in her faculty but that she did not think it made a difference.

C. CURRICULA

President's Office/Faculty. Half of the universities (22/44) had initiatives in place to encourage women to enter programs in non-traditional areas. Examples included: visits to high schools, the promotion of scientific programs, video techniques for advertising, poster campaigns and scholarships. Programs to encourage female high school students to consider careers in science included "Women Do Math", Science and Technology Week, Scientists in the Schools, Women in Science Day, Women in Engineering Group, Scientifically Yours Program in Science, and teams of students who visited high schools. The Universities of British Columbia and Calgary supplied specific information on their "Women in Science (and Engineering)" programs. The majority of institutions encouraged students to apply for and renew specific government scholarships. Others mentioned mentoring arrangements and personal efforts made by faculty members to retain women in non-traditional areas.

Sixty-six per cent of the institutions (29/44) had a Women's Studies program at the Bachelor level. Only two had a program at the Master's level, three reported that a Masters was "under consideration" and only one university had a Doctoral level program. Thirty-one per cent of the universities (9/29) had a full-time coordinator for the Women's Studies program. One university had a one-third cross appointment coordinator of Women's Studies even though they did not have a program yet. Many universities seemed to have coordinators of Women's Study programs who were involved in other areas.

Seventy-six per cent of the universities (22/29) did not have courses from the Women's Studies program required as core courses in other degree programs. One respondent said that there were certain courses created specially for the Women's Studies program which were offered to all. One "no" respondent said that "women-emphasis" courses were offered in various departments and courses from the Women's Studies program were offered as electives in other departments.

Students. Some students knew whether or not their university had initiatives in place to encourage women to enrol in non-traditional study areas; others did not know about such initiatives. Engineering was specifically mentioned several times. Some knew of the availability of specific bursaries and scholarships for this purpose. There seemed to be a low

awareness of high school outreach programs to encourage female students to go into science at university. Two respondents thought that their institutions were still too conservative and did not approve of or encourage women's entrance into non-traditional fields. Mentoring and encouragement by professors were seen by some students to be very valuable but not always readily available. Other students felt that it was an individual's own initiative that was the key to completing a non-traditional program.

In general, students were aware of whether or not a Women's Studies program was offered at their institution. One student commented unfavourably on cuts made to the program at her university. No student said "yes" to Women's Studies courses being required in other degree programs.

D. GENDER-NEUTRAL LANGUAGE

President's Office/Faculty. Half of the responding institutions (22/44) had a gender-neutral language policy in place. Others had informal encouragement of the use of gender-neutral language.

In 79% (34/43) of universities the majority of their female faculty, and in 42% (18/43) of universities the majority of their male faculty, used gender-neutral language in and out of class. One university said that it would require a formal survey to gauge the response. "Some faculty members are very conscientious about this and others consider it an 'infringement on their academic freedom' ". Another respondent suggested that the reason for "yes" was the fact that publishers "are quite sticky about gender-neutral language and most faculty are publishing books and articles on a regular basis". The President's Office, University of British Columbia, distributed The Handbook of Non-sexist Writing to all Deans, Academic Heads, Directors and Service Unit Directors to encourage the use of gender-neutral language.

Fifty-seven per cent (24/42) of institutions estimated that the majority of their female faculty encouraged their students to use gender-neutral language and offered corrections if they did not. Only 29% (12/42) felt their male faculty was as assiduous.

Students. Many students did not know if their university had a gender-neutral language policy in place. Some were aware of a policy being developed or contained in the recommendations of a previous study. The majority said "no" or "only some" when asked if their professors encouraged the use of gender-neutral language. One female undergraduate commented, "They are socially forced into it and subtly let us know that's why they refrain [from using sexist language]." Many students noted that some professors made more of an effort than others. Several said that gender-neutral language only appeared in administrative documents. "There is very little encouragement by design or by example to use gender-neutral language." Fifteen of forty student respondents said "yes, sometimes" or "frequently" to a question about whether students were corrected or ridiculed when using gender-neutral language. Only four respondents

answered "no, never." One respondent noted "Some women said they had never been in that situation, [sic] some said they were quite frequently."

E. HARASSMENT

President's Office/Faculty. Ninety-one per cent of institutions (40/44) had a sexual harassment policy in place. The greatest number of policies and guidelines received with the completed questionnaires was concerned with this issue.

In 73% of the institutions (32/44) there was a Sexual Harassment Officer. The Sexual Harassment Officer (or equivalent) had responsibility for complaints procedures (34/38) and for counselling of victims (33/38) in nearly all the universities. The Officer was responsible for sexual harassment education programs for faculty, staff and students at 79% (30/38) of the universities. Some of the "no" respondents had an Advisory Committee, a Human Rights Committee or similar committee.

Three-quarters of the institutions described elements of their sexual harassment education programs which had been particularly effective. York University indicated "a number of universities and colleges across Canada are now in the process of setting up sexual harassment education programs and policies. These institutions often write asking for information. On average we receive about four requests from other universities or colleges per month." Dalhousie University sent a large report describing aspects of their educational program which included: information provided in various ways to both the university and outside communities, annual presentations to students by members of an Advisory Committee, and training for neutral third parties. A secure budget was provided for this work. The University of British Columbia trained student residence advisors to run video/discussion groups on date rape. Queen's University ran workshops for senior administrators and faculty members on the "Chilly Climate".

Generally, workshops and seminars were the most popular means used by universities for education followed by theatre groups, videos and brochure distribution. In some universities, all students participate in a presentation on harassment issues to give them a heightened awareness of their rights and responsibilities. One respondent indicated "racial and sexual harassment are often linked and have to be dealt with together". Both the University of British Columbia and York University supplied specific information on programs addressing the needs of minorities. Five universities do not have a policy or have not implemented one fully.

The question on whether the faculty was aware of what constitutes sexual harassment and what to do about it generated a number of discrepancies between Faculty and President's Office replies for the same university. Seventy-six per cent (38/50) of respondents (50 individuals, not universities) felt the faculties at their institutions were "somewhat aware", 8% (4/50) felt their faculties were "very aware" and approximately 16% (8/50) replied that their faculties were "not

very aware". Fifty-eight per cent (29/50) felt students at their university were "somewhat aware", 14% (7/50) replied "very aware" and 28% (14/50) felt their students were "not very aware". In no university were the faculty or the students deemed "not at all aware".

For faculty, sanctions against offenders ranged from verbal warnings to dismissal and included reprimands, fines, suspension and written sanctions on personnel records. For students, sanctions included fines, facilities denied, suspensions and expulsion. Employee assistance programs were available for counselling. The University of Calgary stated: "There is less emphasis in [the Officer's] approach on 'sanctions' and more on developing understanding [in the harasser]."

Many examples of policies were forwarded. Some policies outlined the discipline for faculty, staff and students; others referred the guilty party to the appropriate department. One university highlighted the problem that the guilty party may be the one responsible for implementing the sanction! Sixty-seven per cent (29/43) of the universities said their sexual harassment policy covered student-produced newspapers or skits. However, 45% (20/44) indicated student newspaper/skits were monitored regularly <u>but informally</u> for offensive content by appointed committees and individuals, or by staff and students in general. The rest did not monitor the material or were unsure. Student newspapers had developed policies but not very many institutions had appointed anyone to monitor adherence to those policies.

The majority indicated that when offensive material was found, the offender was contacted and concerns expressed. The material could be removed by one university but the others implied that action was taken "after the fact". This action included fines, firing of editors, publication cessation, verbal or written apologies, funding cuts and retraction. Thirteen per cent (5/38) indicated that no formal action was taken: "policing the newspaper has not been a thrust thus far".

Seventy-six per cent of institutions (28/37) had measures in place to protect the jobs of plaintiffs or witnesses to sexual harassment. Most relied on strict confidentiality. In 14% (5/37), no policy was in place. Most respondents quoted their policies as providing adequate protection; others referred to their unions' policies. Some policies added protection with an outside safe-keeper (third party with responsibility for documentation).

<u>Students</u>. Many students knew of the existence of a sexual harassment policy at their university. Only 6/41 respondents answered that they did not know if their institution had such a policy. Some knew whether or not the policy was under development and whether or not it was effective. A few students cited the contents of their institution's policy. Awareness seems to be weakest in Quebec where 3/9 respondents said "do not know" and two complained specifically about the weakness of their university's policy: "usually permits professors to walk away completely carefree when allegations have put forward" and "unfortunately women rarely win the cases". Across the country, several respondents mentioned that policies should be made more effective and efficient, referring to a long complaint process marked by "indifference".

One commented, "The policy has never been activated, i.e., no formal complaints. This is probably not a good sign."

There was generally good awareness of the existence of a Sexual Harassment Officer or a counsellor (only 8/41 "do not know's") and good awareness of the Officer's responsibility for complaint procedures. Respondents were slightly less sure of the Officer's responsibility for counselling and education programs. About half (20/41) answered "yes" their officer was responsible for the student sexual harassment education programs. Theatre skits, class presentations, films, workshops in residence and bold-lettered posters were cited as very effective elements in education programs. Other elements mentioned were awareness displays, "Take Back the Night" events and the RCMP's "Woman Alone" seminar. A respondent from the University of Waterloo wrote that posters stating "Sexual Harassment is Not a Compliment" placed around the campus "became an effective reminder to the community". It was obvious from the respondents' comments that some universities have made a much greater impact than others with their awareness programs. Some students said there were no effective elements because the policy was too new. However, students at two universities lamented the lack of effort to educate the university community.

In spite of the students' awareness of the sexual harassment program, they suspected that it was not effective for the majority of students. Only one respondent felt that at her university, both faculty and students were "very aware" of what constituted sexual harassment and what to do about it. Concern was high among respondents that awareness of sexual harassment of students at their institution was low. One female undergraduate answered, "Students are conscious of the frequency of this problem but not of its very important consequences for victims." Some felt that the faculty were more aware than the students; others felt the situation was the reverse. Students often did not know what the sanctions for sexual harassment were at their institution, sometimes because the process was confidential or was not yet established. One respondent commented on there being very few cases officially reported. She noted, "Great deal of bureaucracy and little support for the victims. Why would any person report incidents like this when they have to be put through the wringer?!" The question was raised whether or not there was truly a low number of incidents or simply a low number of incidents publicized.

About one-third of respondents answered that their university's policy covered student-produced newspapers or skits. Some mentioned that monitoring of newspaper content was done by campus women's groups, the community at large or by a publications board whose responsibility it was to screen articles for offensive content. Most students did not know what action would be taken if offensive material was found other than letters of apology in the newspaper. Some thought that a university committee would examine the matter.

F. SAFE ENVIRONMENT

President's Office/Faculty. Forty-three per cent of the universities (19/44) answered "yes" to five or more questions on safe environment. Three institutions indicated "yes" to all questions; four, to none. One of the "none" respondents gave the reason for inadequate security as underfunding. Some universities had difficulty answering this question because of variation between their campuses. Where both the President's Office and Faculty responded (six universities), the responses to at least one question were different. "Yes" responses were sometimes qualified, for example: "Yes we have emergency phones but there are not enough"; "they are not obvious." Two universities specifically mentioned that their campuses had participated in the White Ribbon Campaign. Table 2 ranks the safety features from most to least common:

TABLE 2
FREQUENCY OF CERTAIN SAFETY FEATURES

Fully lit path	33/43	77%
Escort services	30/44	68%
Well lit parking lot	28/42	67%
Trimmed shrubbery	24/40	60%
Library security patrols	25/43	58%
Concerned men's groups	11/43	26%
Well marked emergency phones	11/44	25%
Library TV monitoring/alarm microphones	7/44	16%

In a Women's Studies course at one university which answered "no" to all the questions, students reported a number of incidents of sexual assault in residence and on campus.
Various examples of policies and brochures were included. The University of Waterloo has an Ad Hoc Committee on Campus Safety which is expanding and is allocating provincial government grant money to improved lighting in high risk areas, emergency phones, continuation of the library patrol and a safety van. Student Escort Services, the joint initiative of the Federation of Students and University Security, was to continue.

The University of British Columbia indicated that the senior administration was committed to safety for all. Draft plans included: the construction of parking close to the campus core, special provisions for night parking, enhancement of shuttlebus services, increase in strategically placed parking attendants and improved campus lighting. This university created the Office of Advisor to the President on Women's Issues and Gender Relations which reviews and makes recommendations on issues affecting the physical and psychological safety of women. Its advisory committee includes representatives of the RCMP, Parking and Security, Student Housing, Women's Student Office, Multicultural Liaison, Native Indian Teacher's Education Program, Occupational Health and Safety, and Sexual Harassment Office. In addition, student

representatives and members of the Academic Women's Association and the Canadian Federation of University Women participate. The role of the committee is to see that improved safety measures have the desired effect.

Queen's University supplied pamphlets on security and "Your Personal Safety" which stressed that "a safe campus is a collective responsibility" and outlined expectations on campus, procedures for dealing with and reporting assaults, and risk-minimizing behaviours.

Students. Students were very aware of the existence of escort services on campus and one commented that they were "extremely effective". Respondents were much less sure of the existence of other safety measures such as library stack patrols. Some commented that some safety measures were technically in place but could be improved--shrubbery trimming, parking lot lighting, campus path lighting, emergency phones. Some students commented that their institution was small enough to be effectively well-patrolled and safe even without specific safety measures.
In answer to a question on the existence of men's groups concerned with violence against women, only 8/41 respondents said "yes". The students in the Maritimes appeared to be those most concerned about safety and mentioned a lack of, or only recent implementation of, good lighting and escort services.

G. RECOGNITION OF WORK EXPERIENCE

President's Office/Faculty. Fifty-three per cent (23/43) of the responding universities answered that, when hiring, they did not take into account time taken for child-rearing or other family responsibilities which may have delayed attainment of a particular career milestone. A comment received from one respondent was that the time spent away from the university restricted the possibility of obtaining tenure. The remainder of responding universities felt that their institution did in some way account for different career patterns. Only the University of Victoria stated that recognition of different career paths was specifically mentioned in its equity policy.

Universities also varied widely in the recognition they granted to the unpaid relevant work experience of a candidate when hiring. No institution stated that an official policy existed, although 16% (7/43) of institutions stated that they accorded such unpaid experience the same weight as paid experience. Forty-two per cent of the institutions (18/43) commented that other work experience was considered in a general way or on its own merits, and depended primarily on the pertinence and context of the experience. In two cases, Faculty respondents were not as positive as their President's Offices. Thirty per cent (13/43) of the universities replied that no weight was given to such work.

Many universities left these types of decisions to individual departments and some commented that there was an increasing awareness of "the need for a shift in old ways of thinking" in order to meet employment equity goals. Two institutions mentioned that the issue was currently being

addressed as "relevant equivalent education/experiences" of candidates. Professional schools were cited as being more likely to take these activities into account but recognition of non-academic work varied even within a given professional school.

G. SUPERVISION AND GUIDANCE

Students. When asked if there was access to a female faculty member as a mentor, 19/38 answered "no" and 5 more, "depends". Some of those answering "yes" qualified those answers. Several commented that mentoring was available but that there was "not adequate time allowed for it to occur in a meaningful way". One person commented, "Male professors ... are trying to 'pawn off' female students to female profs." Many respondents lamented the lack of female faculty members available to mentor and the effort required of the student to obtain this support. Only 4/27 respondents answered that the ratio of women to men on their advisory committees was the same as the ratio in their department.

H. INCENTIVES

President's Office/Faculty. Thirty-four per cent of universities (15/44) collected information on why some students are unable to complete their degrees, usually through the Registrar's office. Three institutions have invited the students themselves, via the Student Union, to assist in collecting the data. One university replied that information on drop-outs was entered in an Annual Report and one reported biennial collection. Sixty per cent (26/43) replied that they did not collect any data, or did so only on an informal sampling or project basis, or that the situation varied by department. Most institutions acknowledged that the data was incomplete, sometimes due to a lack of student interest in supplying the information.

When asked how many female versus male students failed to complete their degrees in the academic year 1990-1991, only 23% (9/40) of the universities were able to supply numerical answers. The majority of institutions stated that the question was impossible to answer because: records were not kept; any data collected were not divided by gender; it was not known how many students were expected to graduate; students commonly dropped out for 1-3 semesters; or, the question was not clear. The University of Calgary reported that there was a study proceeding at the graduate level investigating various aspects of the graduate student experience.

One Ontario university was able to supply extensive statistics comparing undergraduate male versus female course registrations versus dropped courses in eight faculties for the years 1980-81, 1984-85 and 1988-89. In general, women's drop-out rates did not appear to be significantly different from men's and were marginally lower in all but three faculties.

Of ten universities that did collect drop-out information, seven replied that there were no differences found between men and women in reasons given for failing to complete a degree and

one replied that a study was ongoing to examine these reasons. Several institutions who did not answer the question commented that withdrawal was not necessarily failure and that there were no time limits on finishing a degree.

Half of the universities (22/43) have expanded their options to offer creative timetables with greater flexibility. Part-time study, night courses, independent study programs and correspondence course arrangements were the most common options reported. Some institutions also mentioned that telecollege programs and alternative campuses were included in their efforts to be flexible. An extensive commitment to Cooperative Education (work study programs) was cited by one university as permitting students to work and study during the same period. One respondent commented: "Yes, the 'good old boys' lament the passing of the full-time student era. We have more part-time than full-time students now."

Several universities have innovative solutions to scheduling timetables. The University of Saskatchewan said that its part-time courses were offered in a variety of formats such as one hour, four days a week; or two hours, two days a week; or four hours, one day a week. The University of British Columbia described a new policy which allows graduate students required to carry a full course load (to retain their scholarships) to study part-time and apply for full-time financial aid to be used for future full-time study. Several institutions now have internally administered graduate fellowships and undergraduate scholarships open to part-time students. York University has demonstrated that it values part-time study by initiating a"very active tuition waiver program" for faculty and staff.

Nineteen per cent (8/42) of universities offered a more limited degree of flexible timetables. There was usually no set policy and arrangements were made on a case-by-case basis between the individuals and their direct supervisors. Thirty-one per cent (13/42) of universities were not flexible outside of offering some evening courses. One stated that such flexibility would exist at the departmental level for faculty only. Another remarked that almost all their students were full-time undergraduates straight from high school and that very few would have parental responsibilities.

No university reported that there were age limits in their scholarship requirements for graduate degrees. One institution mentioned that its students may defer acceptance of a scholarship for one year and may take "a few months maternity leave in the middle of a scholarship". Another institution said that admission to graduate school was good for two years following approval.

Just 39% (15/38) of universities stated that some job-sharing was practised on their campus. Three other universities were considering the idea and the remainder (19) answered "none". Several of the "yes" group emphasized that job-sharing was done on an individually negotiated basis, was not wide-spread and was a recent phenomenon. One institution stated that although job-sharing was available, very few people took advantage of it and "whether it is respected is another question". Another respondent who had experienced job-sharing wondered if it was "as desirable as women's groups seem to think". Only the University of Waterloo specifically

mentioned that it was incorporating clauses addressing this issue into its employment equity plan.

Two universities (of 40) stated that they offered a "re-entry" scholarship, a period similar to a post-doctoral fellowship to allow Ph.D. students to return to academia after a substantial absence. The University of British Columbia remarked that although it did not have specific re-entry scholarships, it had "made changes to the administration of graduate scholarships to take into consideration women's experiences so that women were not penalized for taking time out for child-rearing or their differing career paths". Another university allowed the use of parental leave but this only covered absences of one year. Several universities commented on federal government funding or internal graduate scholarships applicable in some cases. Two universities mentioned that although options existed, there was difficulty in recruiting candidates.

Twenty-six per cent (10/39) of the universities did not have Ph.D. programs and answered "not applicable" to the question on re-entry scholarships. One institution replied that it was geared to graduate studies at the Master's level and "to date, Ph.D. student applications have been only from males."

Students. Most students did not know whether their university collected information on why students failed to complete their degrees. However, many students wrote extensive long-hand comments on this issue. In commenting on the rate of drop-out of women as compared to men and the possible different reasons for dropping out, one Nova Scotia female undergraduate wrote, "Yes, [the drop-out rate of women is higher than that of men] because there are single mothers enrolled, [sic] it takes women longer to complete a degree. Overall it's more of a challenge for women to complete because there is NO CHILD CARE !!!" Other respondents felt the rate of drop-out would depend on the specific faculty and factors such as children, rape, sexual abuse, harassment and "obnoxious men". Lack of home support, single parenthood and financial difficulties were all cited as reasons for women dropping out. One female graduate student wrote: "Females are not given as much encouragement to complete programs or to continue. Family responsibilities take priority for women but not for men." Two respondents specifically mentioned that female students were likely to experience more stress at university than males, especially in the first six months.

There were also many comments from students in response to the question on creative timetables. Students perceived there to be less flexibility than the faculty or administration perceived. Twenty-three of thirty-nine respondents answered that their university did not provide flexible options for those with child care responsibilities. Science and engineering were cited as being more structured and less flexible: "Correspondence courses are available but it is impossible to complete many degrees this way." Six out of seven Nova Scotia respondents (representing 6 universities) felt that timetables were very difficult for parents and that the Registrar's Offices should increase their consideration of the needs of mature students, especially those with children.

I. SALARY EQUITY

President's Office/Faculty. In the universities responding, women average approximately 21% of the total faculty. The greatest discrepancy between the numbers of women and men faculty was at the full Professorship; the least, at the Lecturer and Instructor levels. The greatest percentage of female faculty were at the Assistant Professor level, while for the men, it was at the level of full Professor. Salaries of women were consistently lower than those of men. Table 3 compares the numbers of women and men at the different levels and their average salaries.

TABLE 3
COMPARISON OF NUMBER AND AVERAGE SALARY
FOR FEMALE/MALE FACULTY MEMBERS AT EACH TEACHING RANK

	TOTAL FACULTY		PERCENT OF TOTAL		AVERAGE SALARY		WOMEN'S SALARY
FACULTY LEVEL	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	AS % OF MEN'S
Full Professor	390	5,343	2%	32%	$75,186	$79,300	95%
Associate Professor	1,102	4,355	7%	26%	$61,128	$64,123	95%
Assistant Professor	1,287	2,274	8%	13%	$48,158	$49,663	97%
Lecturer	233	230	1%	1%	$39,853	$41,200	97%
Sessional Lecturer	499	1,023	3%	6%	$36,257	$36,877	98%
Instructor	78	58	<1%	<1%	$44,955	$49,009	92%
SUB TOTAL	3,589	13,283	21%	79%	$50,923	$53,362	95%
FACULTY TOTAL	16,872						

Fifty-seven per cent of the universities (24/42) had a pay equity plan. Some universities were responding to provincial legislation on pay equity. Others had held their own internal reviews. Forty-five per cent of the universities (14/31) used more than one method to inform the faculty of the pay equity plan. Posted notice, written personal notification and seminars were used frequently. Other methods included a report to faculty and staff from representatives on the Pay Equity Steering Committee, a newspaper article, information meetings and collective agreements. Of the universities, 35% (11/31) indicated the majority of female faculty was "very aware" of the provisions of the pay equity plan and how to access them. Fifty-five per cent of the universities (23/42) had signed a Federal Contractor's Program which stipulates the implementation of pay equity at an institution awarded a federal contract.

Twenty-six universities had conducted a survey of salaries. Twenty-four had identified inequities associated with gender. Recommendations based on the survey were made at twenty universities and action to implement the recommendations was underway at eighteen. Several recommendations were thought by the universities to have wide applicability. They indicated results of the surveys had implications for training and development, skills identification, career paths and upward mobility. They recommended that day care facilities, job classification levels, an equity officer and an annual salary study to monitor inequities be established.

J. HIRING AND TENURE

President's Office/Faculty. Half the universities (22/44) had an Affirmative Action or an Employment Equity plan. Some had projected the vacancies over the next few years and anticipated how to equalize the gender balance in that time. Each faculty or unit at Brandon University was responsible for "establishing reasonable goals for the hiring of women where there are serious imbalances in the composition by sex ... by December 31, 1988". The plan then detailed implementation procedures. Several universities had plans similar to the "Employment Equity Plan 1991-1995 Summary", in which the University of Guelph identified the office responsible and the timetable for each of the ninety-six recommendations. They forwarded their Employment Equity Assessment Report which included the census form used. Dalhousie University was committed "to employment equity through affirmative actions and will institute active measures to eradicate discrimination, both personal and systemic, and to reverse the historic under-representation on its faculty and staff of women, aboriginal peoples, visible minorities and the disabled". The University of Prince Edward Island had gone beyond the principle of employment equity to say "[specifically], this is an employment equity hiring policy designed to address the gender imbalance in the UPEI faculty".

Female faculty at 74% (26/35) of the universities were "very" or "somewhat aware" of how to use the affirmative action or employment equity plan. For a few institutions, plans were being developed.

Of the twenty-nine institutions reporting on the last five years, only two indicated that they had hired more female than male faculty members in the tenure track and two had hired equal numbers. Nearly 60% of the universities (22/37) hired more men than women. Only 35% of the total faculty hired were women.

When asked how many faculty members had achieved tenure in the last five years, the number of women was 25% of the total (388/1583). In two universities no women achieved tenure and in one, equal numbers (2 women and 2 men) achieved tenure. At three universities close to 40% of the faculty to achieve tenure were women.

Only 27% (7/26) of the universities conducted a study to determine why the ratios of women and men hired to those who achieved tenure were different. They found that male-dominated departments had had no openings, that a bias-free recruitment process was lacking and that "discriminatory hiring practices" existed. Some indicated that those hired had not come up for tenure yet.

Forty-one per cent (16/39) of the universities had modified tenure procedures to accommodate faculty with family responsibilities. Most modifications took the form of extending or deferring the tenure date for a limited time, usually one year per child to a maximum of two years. In a few institutions, the issue was handled on an individual basis. The Status of Women Committee at one university introduced the phrase "diversity of career patterns" for consideration by the appointments, promotion and dismissal committee.

Some of the universities did not have merit increases (14/42, 33%) or answered "N/A" (10/42, 24%) to the question. Eighteen universities (43%) had standardized procedures to help eliminate personal bias if the award was made by an individual rather than a committee. With regard to important academic committees, 45% (19/42) of the universities had more than one woman committee member: most had only two; some had the same as the proportion of women faculty. Only one had equal representation. Two universities who answered "no" indicated that the "women would be absurdly overworked".

Only 8% (3/38) of the universities had more female than male faculty on internal boards, 26% (10/38) had fewer and 32% (12/38) had the same. A large number of universities, 34% or 13/38, did not have information on the ratio of female/male faculty on review boards allocating funds compared to the ratio of female/male faculty on campus.

K. GENERAL COMMENTS

Thirteen universities described innovative programs that had not been covered by the questionnaire but which they felt could benefit women at other universities. They included:

- a women's network for all women on campus
- the provision for child care in all family housing projects on campus
- a Women Scholar's series funded out of the office of the VP Academic to bring in prominent women speakers
- a year's research leave only for women faculty members
- a Status of Women newsletter
- a Women's Studies Library
- a Centre for Feminist Research
- a graduate program in Women's Studies
- variable timetables
- a "Youth in Transition Program" for adolescents in violent family situations
- a "Care for the Caregivers Program" for support of at-home caregivers

- a "Families Studies Program" oriented to women
- a "Women in Science and Engineering" program
- a campus academic women's association, and
- "An Access Program in Science and Engineering".

Additional programs and policies can be found in Appendix 4.

DISCUSSION

The goals of the CFUW "Survey of the Status of Female Faculty and Students at Canadian Universities" were to raise the awareness of the situation of women on Canadian campuses, to identify creative solutions and disseminate them across Canada, and to provide external support to those pushing for reform from within. During the project's course, we discovered that awareness and delineation of problems were high but the level of action to implement remedies was not, with a handful of exceptions.

The response by universities to this CFUW project was positive with a few exceptions. Some respondents were initially reluctant to participate because of internal time constraints or the difficulty of obtaining some of the data. However, there were comments after completion that the exercise nudged them into looking at issues in a different way, gave them new ideas for their Status of Women Committees or brought to the fore previously unrecognized concerns. We have received several expressions of interest in our report from universities and other academic associations.

We present the discussion of our findings by section, as in the Data Analysis, suggesting courses of action where appropriate. The numbers in parentheses identify the references which are listed on page 39. Specific recommendations and the profile of the "ideal woman-friendly" university appear on page 29 following the sections on Students' Suggestions and Local Volunteer Summaries.

A. SUPPORT SERVICES

Support services are developing slowly but steadily at Canadian universities. Health services are provided at virtually all institutions and their existence is well-known to students.

In considering appropriate athletic facilities, access to them and budgets, inequities were still apparent. Although most universities stated that equal access to facilities existed, it was clear

that some faculty and students had reservations that the policy may exist on paper but not in practice. It is hard to imagine truly equal access with less than an equal budget.

Universities should re-examine their budgets for men's and women's athletics to assure themselves that they have done all they can to promote women's physical fitness. The University of British Columbia found a significant increase in women's participation in athletics when more co-educational sports were introduced. Physical well-being is a key contributor to general good health and academic success. Women at university should be able to obtain their "brand" of it as readily as men.

Informal networking of women faculty and students was reported by 75% of the institutions. Women's Centres were found at about half of them. Only half of these offered life skills training. The Women's Centre can function as an important source of support. Networking and mentoring have been shown to be very important indicators of academic success, especially for advanced degrees (1, 2, 3, 4). Given the relatively low number of women faculty at Canadian universities, other sources of collegial guidance may be critical for some women to finish their degrees. Women's Centres may also have a more "friendly" character and appeal to drop-in clients who might not be comfortable approaching an Advisory Committee.

Funding for Women's Centres or Status of Women Offices was secure for fewer than one-third of our responding institutions. Such a precarious hold on financial stability could discourage some Centres or Offices from assuming long-term projects or from criticizing the administration that provides the funds.
Publicity of the Women's Centre, its functions and goals would assist many women students in obtaining support. A Status of Women newsletter would be helpful in this regard and could also help to publicize women's rights, sexual harassment campaigns, new safety initiatives or other matters of concern principally to women. The Centre also would serve a vital role at many institutions as a referral mechanism and information clearing house. Those universities lacking a Women's Centre, or equivalent, are strongly urged to establish one.

Child care remains a significant problem at Canadian universities. Only 1/7 of our responding institutions had drop-in day/evening child care and only 1/10 had support services specifically for single mothers. Some universities attributed this to an undergraduate population composed mainly of recent high school graduates with no family responsibilities.

However, without child care, few students with children could attend university. Previous studies (4, 5, 6) have shown that a lack of facilities for care of small children cripples both students and faculty. Women's career paths are often different from those of their male colleagues because of the unequal distribution of childrearing and other family responsibilities. Parents of young children require drop-in child-care facilities on campus that will accommodate evening classes and late committee meetings.

B. COURSE CONTENT

There remains much work to be done to achieve a balance of male/female perspectives and scholarship at Canadian universities. Only 1/6 of the responding institutions had a general policy encouraging such a balance and implementation of this was uneven and/or informal. Students, in particular, were acutely aware that balance in course material and sensitivity to the issue were very much professor- and department-dependent.

With the advent of women scholars at higher levels of research, new knowledge as well as previously unrecognized contributions from women have been added. New perspectives and fresh insights have been gained in many branches of learning and a new respect for women's contribution to human civilization has emerged (7). Universities need to make a deliberate effort to incorporate the new scholarship into the mainstream of education and to eliminate the neglect of women's academic work. All universities should have a university-wide mandated policy on encouraging gender balance in every academic subject.

Some respondents stated that balance was difficult to achieve in predominantly technical areas such as mathematics or the "hard" sciences. However, the literature suggested that women study different questions or look at the same problem differently from the way men do in mathematics, science, medicine or law. The differences are worthy both of recognition and exploration.

To require a general course from the Women's Studies program (if available) for every undergraduate degree would increase the awareness of women's scholarship. An alternative might be to design a course highlighting these issues specifically for a given discipline, covering the difficulties women still face in non-traditional fields, the different questions women might prefer to study and the impacts these have on the pool of knowledge in general. Both male and female students would benefit from such information.

C. CURRICULA

The data showed that only half of the responding institutions had specific initiatives in place to encourage women to enter non-traditional fields, including scholarships and high-school outreach programs. Canada is facing a shortage of trained personnel for the next century (15). We cannot afford to throw away 50% of our brightest minds. "If we do not HAVE many women in science, we will not TRAIN many women in science" (10). The Ontario Council of University Affairs has suggested (11)that "the state may have to intervene directly into the affairs of universities and the lives of students if Canada is to get the engineers and scientists it will need".

We urge universities to increase their cooperation with high schools in publicizing and expanding their high school outreach programs. More effort needs to be made to encourage women to take sciences and mathematics in preparation for university.

Scholarships are excellent programs but they attract only the students with outstanding marks. The "average" student may be overlooked and not be as motivated to pursue the non-traditional areas. Incentive programs need to be aggressively advertised to all students. Many times it is left up to the most persistent students to actively seek out the opportunities.

Women's Studies programs exist at twenty-seven of the responding universities, but graduate work in this field is offered at only two. There has been a history of problems in the field of Women's Studies with "funding, limited outlets for publication, ghettoization and the implicit criticism of the university for its neglect of women's knowledge and perspectives" (4, 8). The situation is improving, as one-third of universities now have a full-time, rather than a part-time, coordinator for the Women's Studies program.

D. GENDER-NEUTRAL LANGUAGE

Much remains to be done to make the use of gender-neutral language a reality campus-wide at Canadian universities. Half the universities had policies, but even here the majority of male faculty was not seen to be in compliance. As expected, some departments and individuals made greater efforts than others. These variations were keenly noted by our student respondents. It appears that if the university had a gender-neutral language policy in place, it was not seen in action by the majority of students. More positive examples and stronger encouragement of its use in the classroom are needed among faculty.

The use of exclusionary or sexist language precasts either females or males into roles on the basis of sex alone and can contribute to discriminatory practices (13, 14, 15). Inclusionary language can be natural, graceful and grammatically correct. It should be used at all levels of communication. Great progress on this front was occurring at Acadia University: a student mentioned, "For the first time, our Women's Centre will be giving an award to the faculty member who has demonstrated the most sensitivity to women's issues and to using gender-neutral language. Professors will be nominated by students."

E. HARASSMENT

The range and depth of education programs described by the most advanced of the universities were impressive (see Data Analysis). Almost all of the responding institutions had a sexual harassment policy in place and a designated Sexual Harassment Officer or equivalent. However, answers to the questions examining the awareness of faculty and students caused concern where the President's Office felt the awareness level was greater than the faculty or students' perception. Perhaps either the faculty and students were unaware of initiatives in place, the procedures were not accomplishing the goals of the President's Office or the communication was not effective.

It is assumed that all universities wish to provide a safe, stress-free environment on campus so that all students may feel free to pursue their studies in a supportive atmosphere. With the discrepancies among the respondents, a definition of what constitutes sexual harassment should be established at each institution. Sexual harassment is a behaviour that is intimidating, demeaning and exploitive. It undermines self-esteem, personal dignity, personal and professional integrity, and hinders productivity and learning.

There were enough references to the problems of sexual harassment on campuses that the issues raised in the literature still had pertinence in 1991. Female faculty members can be victims of sexual harassment where discrimination on the basis of their sex stands in the way of progress and promotion (16). Graduate students are particularly vulnerable to sexual harassment by their supervisors and by members of their thesis committees. They are often reluctant to seek help, fearing the damaging consequences to scholarships, references, jobs and careers. Undergraduate students are even more vulnerable and some must regularly confront objectionable emphasis on their sex by their peers and professors (16). Some find the situation too uncomfortable and opt to drop a course or even change their major (17) which limits their educational opportunities and has a significant impact on their future.

Sanctions for sexual harassment at responding universities ranged widely depending on the nature of the harassment offence and, according to some respondents, on the relative status of those involved. Comments were received from respondents suggesting that complaints procedures be streamlined, that complaints "should be taken more seriously" and that "education is needed annually".

Universities should examine the effectiveness, focus and methods of communication of their sexual harassment education programs to ensure that students and faculty are aware of the consequences and effects on victims of sexual harassment, including "unintentional" harassment. More formal guidelines for acceptable content of publications/skits/computer network material on campus should be established to prevent inclusion of offensive material.

F. SAFE ENVIRONMENT

Safety measures on Canadian campuses varied widely across the country, with some institutions having much better security than others. Some of the innovative ideas and approaches received as attachments were outlined in "Data Analysis". Reasons given by institutions for not having safety measures in place included underfunding and small campus size. However the fact that faculty and students did not always share the confidence of the President's Office in the safety of their campus suggests that there also may be a communication problem. Faculty and students may not be aware of certain measures, which suggests that better publicity is needed or that Administration is not aware of, or does not take seriously, the safety concerns of faculty and

students. Universities which do not have any safety measures in place or do not perceive it as an issue should ask their female students and faculty about their perceptions of safety.

Obviously education of the entire campus community that violence of any sort is intolerable must be a key element in a successful safety program. No student on any Canadian campus should have to study in fear.

G. RECOGNITION OF WORK EXPERIENCE

Acknowledgement of the differences in career paths between women and men was incipient on some campuses. It is encouraging that some institutions are actively trying to shake off the strictures of "the old thinking" and are working towards official policies which recognize women's different career patterns and timetables. However, respondents suggested that the quote "career paths are traced by male precedent" (6) remained true in 1991-1992. A woman who takes longer to complete a degree, experiences a gap in academic work, does part-time teaching at more than one institute, undertakes correspondence study, or studies outside of a major discipline may be perceived unfavourably.

Policies such as the delineation of an alternative career track with a different milestone timetable for those with primary family responsibilities are required. Increased flexibility and latitude in judging a woman's record of scholarship enables and encourages more women candidates in the lower ranks to pursue the track to a full professorship. With the existence of modern communications technology (computers, fax, etc.) individuals should be able to keep in regular and sufficient contact with their university departments.

The literature has suggested additional solutions. Parental-leave periods would assist female faculty to balance career and family responsibilities (4, 5, 6). Helmstadter et al (1990) suggested that flexible "family phases" for jobs filled by parents of young children could include:

(i) decreased case loads,
(ii) decreased demands to counsel students,
(iii) longer periods for mid-term and tenure reviews,
(iv) paternity leaves, and
(v) expansion of child-care facilities.

The "old" thinking holds that female candidates should compete on an equal playing field and should have identical publication records to their male colleagues; realistic thinking acknowledges that women not only bear a greater biological burden but also carry more than a half share of the domestic responsibilities. Job turnover is frequently due to family responsibilities or to women following mobile spouses, rather than poor performance. Little value is usually given to community volunteer positions in teaching or administration, even though they often permit a woman to keep her skills honed or to acquire new talents or

perspectives. These factors should be recognized in a formal fashion when assessing the achievement of career milestones for any candidate, as some universities have begun to consider.

H. INCENTIVES

The majority of Canadian universities did not know why their students drop out or whether the reasons differ for male and female students. The student respondents were much more definite in their views that many women (as opposed to men) dropped out because of lack of support. A lack of mentoring or professorial encouragement and a lack of child care services appropriate to single parents were mentioned several times in responses from across the country.

All universities should determine if there are different drop-out rates and different reasons for dropping out between male and female students. If different reasons are discovered, steps should be taken to rectify the problems underlying these reasons, i.e., increase child care services, increase the number of women professors, thaw the "chilly climate" in a department.

It is encouraging to see how many universities are now offering part-time and flexible creative options for study, including alternatives for graduate students. With part-time students becoming the majority on some campuses, eligibility rules for scholarships and bursaries are already changing and the array of timetable arrangements is improving rapidly. Several universities specifically mentioned their sensitivity to these kinds of concerns and were justifiably proud of their efforts to accommodate their students' needs.

Women professors are more likely to be drawn from this group of universities. Policies can help increase the number of women finishing their graduate degrees and entering the tenure track. The large number of universities with such a broad range of options indicates that these services are not onerous to provide.

One area that would be worth examining by all institutions is the time limit for completion of studies when using scholarship support. Extensions of time limits might permit more part-time students to complete their degrees.

Job-sharing and re-entry scholarships for women with Ph.D. degrees are rarely found at Canadian universities. Informal or case-by-case arrangements exist and most seem to depend on federal government initiatives. Although the questionnaire asked about opportunities for Ph.D. students to return to university, Ph.D. graduates can find themselves in a similar position, i.e., how to return to academia as a post-doctoral candidate who took several years off to start a family. Self-confidence and the respect of one's colleagues must be recovered. This issue is particularly pertinent to women in scientific or technological studies. The conflicts of the biological clock and the long path to a career in science drive many women from these fields (10). There are few mechanisms in place for such women to finish their advanced degrees or to retrain or update their skills in a research environment after a significant absence.

Universities are encouraged to investigate the concept of re-entry fellowships to recover some of those graduates, or near-graduates who have fallen out of the pipeline to full professorship. We also suggest that all universities consider the inclusion of faculty job-sharing and part-time work in employment equity policies.

I. SALARY EQUITY

Although improving, women's salaries are still consistently lower than those of men, confirming the statement by the Committee on the Status of Women of the Council of Women defining the historical problem of salary equity for women faculty in universities: "Compensation, including salary, pensions, and other benefits, is the area in which women's disadvantages are most concretely indicated, as well as most deeply resented. The universities tend to replicate the larger society's patterns of separate gender-linked labour markets, segregated work forces, and pay differentials. But the university is an institution heavily subsidized by public funds and formally committed to equality" (8). Sometimes women are offered lower starting salaries than men and may accept them for personal reasons (18). This disparity will then follow them through their academic careers.

Although half of the universities had a pay equity plan which included female faculty and half had carried out internal surveys which had identified gender-based salary inequities, action to implement the recommendations of the surveys was progressing in only half of them. At the very least, all universities should annually monitor salaries of their faculty for gender-based inequities. Other widely applicable measures to ensure salary equity were described in "Data Analysis". Universities which specifically address gender imbalance in their policies will be the ones who eliminate it.

J. HIRING AND TENURE

In this study, the number of women hired in the last five years (women, 35%; men 65% of total hired) followed the patterns of previous findings (8). Women are disproportionately represented in the university teaching world at the lower ranks and in part-time and sessional positions. "For women faculty, hiring is the single most important equity issue" (8). This refers both to being hired in a tenure-track position and eventually being awarded tenure.

The data in our survey showed women were still awarded tenure in a lower proportion (25%) of the total number. Progress on this issue remains slow. Given the results of Germita's study in 1988 that stated "although only 17% of the professoriate are women, 40% of the cases that come before the [Canadian Association of University Teachers Freedom and Tenure] Committee are from women" (4), questions have to be asked about this low rate of achieving tenure. Only 27% of the universities had investigated this inequity.

The modification of tenure procedures to accommodate faculty with family responsibilities, undertaken by some universities, should help to redress the imbalance. Ahmed and her colleagues in their study "Integration of Female Faculty at McMaster" (19) suggested that "Chairs and Directors of Departments and Schools and/or the Chairs of their Graduate Committees, should monitor the extent to which female full, and especially associate, professors are given graduate teaching and supervisory duties commensurate with their qualifications". All new tenure-track faculty should also inform themselves of university policy and department criteria for tenure achievement (4, 20).

"Another problem sometimes faced by women faculty members who are being considered for a position is a lack of understanding [by their male peers] of the kind of academic work done by some women scholars" (6). As was briefly discussed above, women often are drawn to different questions in research than men, questions that should be viewed as valid areas of inquiry when assessing a candidate for tenure.

Obviously, increasing the proportion and number of women professors would alleviate several problems at universities. There would be more female mentors, more women to serve on academic committees, and an enriched knowledge base. Initiatives such as the "Women Scholars" series at University of Victoria, funded by the office of the Vice President Academic specifically to bring in prominent women scholars, would increase the credibility of all women's research and introduce young women students to outstanding role models.

We urge universities to maintain a network among themselves to brainstorm and exchange ideas to collectively improve the situation of women at universities across the country.

STUDENTS' SUGGESTIONS TO IMPROVE UNIVERSITIES FOR WOMEN

Students felt strongly about several issues raised by the questionnaire. We urge each university to consider the points below and determine if the comments could apply.

One student wrote that male (and female) faculty should assess their attitudes to women students, especially with respect to their perceived commitment to education. "Women are seen to be less dedicated, more ready to leave because of family, marriage, [therefore there is] less emotional investment made by faculty members to inspire, encourage and reward female students." Others asked for "affirmative action to make the university faculty more gender and racially friendly" and for increased access to female faculty mentors. Several stressed the need for improved communication between professors and students. Improved athletics for women were also requested. The greatest number of comments was received on harassment and safe environment. Students asked for "student representation on decision-making committees regarding academic and student well-being", for an harassment appeals procedure and strict enforcement of sanctions levied on those who harass or discriminate. One student suggested that

there be a "paid employee of the university with responsibility to deal with issues raised in the questionnaire -set up programs ... increase the profile and priority of these issues and their solutions".

LOCAL CFUW CLUB VOLUNTEER COMMENTS

Following contact with the local university, each CFUW club volunteer was asked to forward a short summary of her experience: how was she greeted; was the experience a comfortable one; and, did the volunteer feel that she established some useful connections? A total of 22 local club volunteers responded, providing information on contacts with 29 universities. This number included information on four universities from which questionnaires were not obtained.

In 16 cases, volunteers felt that their contact with the university had been well received. In nine cases, volunteers experienced difficulty and felt that they were considered a "nuisance". Half of the universities who were contacted requested a copy of the project's final report. Six volunteers commented that the experience opened up opportunities for their clubs to have further contact with the local university.

Some universities requested additional information on what was planned for the project results before answering the questionnaire. In all but one case the volunteer was able to provide this information; for the other, a letter from the project committee alleviated the concern about the use of the data and a questionnaire was completed.

Many volunteers who received both President/Faculty and Student Questionnaires commented that a gap in communication appeared to exist between administration and students. Volunteers also reported that universities found the questionnaire to be longer and more involved than anticipated. Research and forwarding of questionr.aire sections to involved parties was required to provide an accurate response. Volunteers indicated that this had an impact on the project's timeline.

At universities without a Status of Women Coordinator, volunteers frequently experienced difficulty in locating an alternate contact. Once the appropriate person was identified the process went smoothly. In several cases the volunteers stated that contact could only be made by phone and mail due to the busy schedules of university personnel.

Several universities commented to the volunteer that they felt it was important to complete the questionnaires so their input could be included in the results of this national survey. In six of the summaries, volunteers said the university contact complimented CFUW on the initiative of this study. All volunteers found participation in the project rewarding.

RECOMMENDATIONS AND PROFILE

We originally derived from our study over 50 recommendations for action by universities to improve the status of women on campus. A subsequent examination of the documentation forwarded to us by universities led us to conclude that we could recommend very little which was new. Most universities have detailed reports sitting on the shelf, bulging with recommendations which have not been fully implemented. Some institutions even have a later report urging implementation of the reforms in the first report. Therefore, CFUW confines its recommendations to the three listed below.

As useful as the recommendations, we felt, would be a profile of the "ideal woman-friendly" university. We present 54 features, many of which appear as recommendations in several universities' internal reports. Universities having internal reports can use the profile as a checklist, while those institutions who have not reached the report stage can use it as a blueprint.

RECOMMENDATIONS

1. **Implement** now the recommendations of existing reports or the measures in the following profile.

2. **Reorder spending priorities** so that measures to improve the situation for women on campus can be managed as far as possible within existing resources.

3. **Strike a committee to conduct annual monitoring** of progress in implementing reforms which is accountable and whose findings are made public.

PROFILE OF THE "WOMAN-FRIENDLY" UNIVERSITY IN CANADA

PREAMBLE:
What is a "woman-friendly" university? It is a place where every woman feels comfortable in living, studying, working and playing; a place where she can reach her full academic and personal potential.

Why be a "woman-friendly" university? If the principle of simple equity is not enough, consider competitive position and self-interest. As the University of Calgary report of March 1991 "Women in the Nineties" stated: " Moving with confidence towards true equality for men and women will help us to attract and retain excellent people even during periods of fiscal restraint,

because we will have an edge in creating a supportive working environment, which money does not necessarily provide."

The following profile describes features that would create and maintain an environment favourable to women's equality at Canadian universities. To synthesize this list, we have culled good ideas from the relevant literature, from documentation supplied to us in the course of this survey (see Appendix 4), and from our own brainstorming sessions. Many of the same reforms have been cited by other universities and organizations. For convenience, features have been grouped according to the order of issues addressed in Data Analysis.

The ideal "woman-friendly" university would have or ensure:

A. SUPPORT SERVICES

1. On-campus child care services with:
   - drop-in capability, extended and weekend hours;
   - enough spaces for faculty, staff and students;
   - subsidies for both graduate and undergraduate students in need;
   - a family housing complex for women with dependants;
   - support group for single parents.

2. Encouragement of male professors and lecturers to pursue their child-rearing responsibilities.

3. A parental leave policy for undergraduate and graduate students.

4. A Women's Centre and/or Status of Women Office on campus which provides a wide range of materials and services of interest to women:
   - speakers, newsletters, workshops;
   - library of feminist publications and books, government documents, newspaper articles;
   - training in learning skills, time management, assertiveness, leadership;
   - career counselling for those in non-traditional fields;
   - a location for support and networking meetings.

5. Secure and adequate funding for the Women's Centre.

6. A Status of Women Office which actively works to influence policy in the area of women's issues and initiates change:
    - independent of Faculty Association or Employment Equity Office;
    - has ombuds function.

7. On-campus opportunities for faculty member mentorship and peer support:
    - weekly tutorial/study/discussion groups for encouragement and assistance;
    - specific groups by discipline;
    - specific groups for female graduate students.

8. Increased accessibility to essential university services for evening students e.g. Registrar's Office, Deans' Offices, libraries, financial aid services.

9. Equality in athletics:
    - equal budgets for men's and women's sports;
    - equal access to, and time in, sports facilities.
    - women's preferences in sport taken into account.

10. Health services which include access to birth control methods and psychiatric counselling.

11. Wide publicity of available services.

B. COURSE CONTENT

12. A university-wide policy emphasizing a balance in course content with regard to male and female scholarship, perspectives and concerns.

13. All instructors to be educated about the negative effects on students of subtle and often inadvertent sexual and racial discrimination.

C. CURRICULUM

14. A university-wide review of curriculum to increase incorporation of women's scholarship, remove bias:
    - policies/procedures developed to monitor bias;
    - Deans of departments to be held responsible for review and content of curriculum.

15. Course evaluations with specific questions on gender bias in course materials, class atmosphere and language.

16. A degree requirement that all students take at least one course on Women's Perspectives. This could be related to specific disciplines.

17. Increased commitment to the Women's Studies program:
    - full-time coordinator;
    - adequate resources and personnel.

18. Initiatives, including wide publicity of available programs, to encourage women to enter and complete degrees in non-traditional fields.

D. GENDER-NEUTRAL LANGUAGE

19. A university-wide policy requiring the use of gender-neutral language in all aspects of campus life and in all documents and media produced at or for the university.

20. Active encouragement of faculty, staff and students to use gender-neutral language on and off campus:
    - education on "how to speak inclusively and gracefully" using workshops, guest speakers, booklets;
    - administration, faculty, staff to set "good examples" for students, both in/out of class.

21. Procedures established to hear and deal with complaints.

E. HARASSMENT

22. Creation of an academic, working and living environment based on understanding and mutual respect:
    - involve more women in decision-making;
    - publicize information on policy and procedures;
    - conduct standardized triennial survey of all groups of women on campus to assess university climate.

23. A climate of Zero Tolerance for sexual harassment.

24. A Sexual Harassment Policy which features:
    - a clear definition of sexual harassment, understandable by all, describing types of harassment and penalties;
    - a requirement that the administration or its representatives deal with all complaints expeditiously and fairly;
    - written proof of steps taken;
    - involvement of concerned parties in development and review of procedures;
    - protection against reprisal;
    - more than one mechanism for complaint resolution;
    - protection of confidentiality in all matters pertaining to a complaint;
    - a perception by all that the policy is effective.

25. A Sexual Harassment Office which consists of one or more full-time positions, preferably filled by females with a background in counselling, social work or mediation.

26. Responsibilities of a Sexual Harassment Officer:
    - provide assistance to complainant and information on procedures to both parties;
    - maintain list of support personnel and advocates;
    - coordinate formal hearing process;
    - educate university community on policy;
    - train managers who might have to deal with sexual harassment situations;
    - monitor policy effectiveness and recommend changes to administration;
    - monitor harassment occurrence and report annually to administration;
    - maintain statistical and confidential records.

27. Sexual Harassment Education Programs to be delivered:
    - in mandatory classes or workshops for all faculty, administration, staff and students;
    - by theatre, video, pamphlet, poster, newspaper;
    - in all languages commonly used on campus;
    - including information from Criminal Code regarding pornography, libel and slander;
    - in conjunction with regular surveys to determine whether awareness level is adequate.

28. Sanctions for sexual harassment:
    - to be determined by an independent committee after a formal hearing according to policy;
    - written reprimand, written apology to victim, fine, job transfer, suspension, expulsion;
    - recompense to complainant in form of adjusted grade, salary, promotion where appropriate.

29. Formal guidelines for acceptable content of publications/skits/computer network material on campus.

30. Published reports of all sexual assaults on campus.

F. SAFE ENVIRONMENT

31. A university-wide commitment to the personal safety and security of all on campus, supported by:
    - a committee with representation from across campus which initiates, monitors, reviews and makes recommendations on all aspects of safety;
    - a guideline such as the Women's Campus Safety Audit Guide (METRAC-COU).

32. A survey of the female faculty, staff and students to determine their perspective of the safety of the campus.

33. Promotion of the concept that a safe campus is a collective responsibility by:
    - clear definitions and visual portrayal of what constitutes violence;
    - mandatory education program for all on violence;
    - student orientation package containing pamphlets on personal safety, use of university safety measures, safety policy, violation penalties.

34. Publication of steps individuals can take:
    - behaving in ways so as to minimize personal risk;
    - looking out for others;
    - reporting all threatening situations, assaults;
    - being prepared to say "no" and hear "no";
    - feeling comfortable, not foolish in seeking help.

35. Encouragement of the growth on campus of men's groups concerned with violence against women.

36. Implementation of safety measures on campus, including:
    - well lit paths and parking lots, with attendants;
    - trimmed shrubbery in travelled areas of campus;
    - student escort services, both a shuttle van with scheduled route and safe stops, and foot or bicycle escort available on a "call-in" basis;
    - library security patrols, TV monitors, scream-activated alarms/microphones;
    - women's locker rooms with scream-activated alarm;
    - emergency phones campus-wide and in elevators, easily identified by colour, with direct line to security, with call tracing capability.

G. RECOGNITION OF WORK EXPERIENCE

37. Clauses in hiring and employment equity policies to specifically address different career patterns and relevant unpaid work experience.

38. Criteria to assess qualifications and excellence which recognize women's different career paths:
    - women often study non-traditional questions;
    - scholarly works published in non-traditional journals can be of equal merit.

H. INCENTIVES

39. A plan to ensure equal representation of women in all courses of study:
    - assess admission policies for gender bias;
    - offer greater accessibility for starting, continuing and finishing university degrees;
    - follow-up programs to monitor student progress, especially females in non-traditional fields;
    - monitor graduate programs for acceptance, transfer to a higher degree, and graduation rate for women.

40. A determination of whether rates of failure to complete a degree are similar for all students, so as to eliminate any barriers to women.

41. Increased flexibility of timetabling using:
    - courses offered in a variety of ways: evenings, summers, part-time options, by correspondence, cooperative work-study programs;
    - all required courses offered in the evenings (or other options) at least once every 3 years;
    - extend time limits for completion of degrees.

42. Greater variety of scholarships for female students:
    - specific undergraduate summer research grants;
    - specifically aimed at first-year female students to encourage them to enter graduate studies in non-traditional fields;
    - scholarships extended to high-achieving part-time students, both graduate and undergraduate.

43. Creative and flexible leave provisions:
    - permit students granted leave to defer or interrupt acceptance of a scholarship;
    - establish "re-entry" fellowships to assist women Ph.D. students or graduates to return to their fields after an absence for child-rearing.

44. Flexible job arrangements for faculty which are viable and respected alternatives:
    - job-sharing, part-time faculty positions, fractional load appointments with pro-rated salary and benefits;
    - sharing of research grants and responsibilities.

I. SALARY EQUITY

45. A study to identify salary inequities.

46. A Pay Equity plan which eliminates gender bias:
    - establish identical salaries for males and females at each level;
    - make sure women's records are not undervalued when evaluating "experience";
    - appoint as Pay Equity Officer a high-ranking administrator to monitor salaries;
    - establish an independent Review Board to investigate complaints.

47. Lobbying for action by funding agencies:
    - urge government to create incentives for universities actively pursuing equity e.g. grants specifically for women professors;
    - urge agency grant review boards to achieve "research grant equity" for women;
    - urge agencies to open fellowships and grants to part-time academics.

J. HIRING AND TENURE

48. Recognition of the importance of having greater numbers of women professors to:
    - serve as mentors and role models for students and junior colleagues;
    - participate on academic committees;
    - serve in governance and senior administration.

49. An Employment Equity committee responsible to the President and Board with the following responsibilities:
    - develop equity programs with timetables, goals;
    - report annually on progress in hiring women;
    - distribute such reports to all faculty, staff.

50. Collection of information on the numbers of men and women hired, numbers hired into tenure track and numbers achieving tenure, with the goal of achieving proportional or equal representation within five years.

51. Policies and procedures for hiring and recruiting new faculty members to ensure that women are sufficiently represented in all departments:
    - actively seek out women and invite applications;
    - interview at least one qualified women for each position;
    - hire a qualified woman over a qualified man and a minority applicant over a white until equity is achieved.

52. Loss of opportunity to fill positions for departments or hiring units not hiring equitably within specified time.

53. Inclusion of at least one woman on every important university committee (e.g. faculty appointment, grant review, tenure and promotion committees) with the goal of achieving proportional or equal representation within five years.

54. Encouragement of women to apply for non-traditional positions:
    - invite women to apply for senior administration;
    - appoint women as Chancellors and Presidents;
    - promote women in non-traditional departments;
    - access a larger pool of women by basing hiring on ability, not rank or classification.

CONCLUSION

The interest in CFUW's survey reflected a concern for the realities of women's lives on Canadian campuses. Several universities have made attempts to redress the historical bias against women. Our data identified ways in which adjustments were being made as well as areas in which little progress has occurred. It is hoped that our recommendations and profile of the "woman-friendly" university will be useful to institutions as they work to remove barriers to women on campuses across Canada.

EPILOGUE

We applaud those Canadian institutions which are genuinely making an effort to silence the dinosaurs and to offer a more welcoming climate to women on their campuses. We warn those who are not that they are observed by women who increasingly have louder voices, greater influence and less patience. The universities who will lead the others towards the 21st century will be those who acknowledge that fifty-two per cent of the population is too great a resource to be ignored, that women's needs can be different, and that their skills complement those of men.

We have enjoyed this project tremendously. It has afforded us the opportunity to make contact with fascinating and dedicated academic women from across Canada and with some extraordinary members of our own Federation. We thank all those clubs and universities who participated in this very worthwhile effort.

We hope our contribution has been to provide a snap-shot of the status of women on Canadian campuses in 1991-1992 and to shed light for all universities on the path to greater equity.

Mary Saunders
Margaret Therrien
Linda Williams

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APPENDIX 1

FACULTY/PRESIDENT QUESTIONNAIRE SUMMARY OF RESPONSES

Note: Qualitative data is included within the report and not mentioned here.

A. SUPPORT SERVICES

1. Does your university provide:

a) drop-in/evening child care for students/faculty?

	Yes	No	?/NA	Total
# of Respondents	8	37	3	48
# of Universities	7	33	3	43
% of Universities	16	77	7	

b) support services specifically for single mothers?

	Yes	No	?/NA	Total
# of Respondents	6	41	2	49
# of Universities	4	36	2	42
% of Universities	10	86	5	

c) a Status of Women office or committee with ombuds function?

	Yes	No	?/NA	Total
# of Respondents	28	22	0	50
# of Universities	24	20	0	44
% of Universities	55	45	0	

d) health services which include:
i) birth control counselling

	Yes	No	?/NA	Total
# of Respondents	43	6	1	50
# of Universities	37	6	1	44
% of Universities	84	14	2	

ii) psychiatric counselling

	Yes	No	?/NA	Total
# of Respondents	38	9	2	49
# of Universities	34	8	2	44
% of Universities	77	18	5	

e) equal budgets for men and women's sports programs?

	Yes	No	?/NA	Total
# of Respondents	19	26	4	48
# of Universities	19	21	3	44
% of Universities	43	48	7	

f) equal access to sports facilities for men and women?

	Yes	No	?/NA	Total
# of Respondents	40	8	2	50
# of Universities	38	4	2	44
% of Universities	86	9	5	

g) equal time allotted in sports facilities for men and women's programs?

	Yes	No	?/NA	Total
# of Respondents	29	13	8	50
# of Universities	27	12	5	44
% of Universities	61	27	11	

h) athletic facilities and activities which take women's preferences into account? (for example, aerobics and swimfit programs)

	Yes	No	?/NA	Total
# of Respondents	40	4	5	49
# of Universities	36	4	4	44
% of Universities	82	9	9	

i) formal or informal networks of women students and faculty to foster mentorship and support?

	Yes	No	?/NA	Total
# of Respondents	36	10	2	48
# of Universities	32	9	1	42
% of Universities	76	21	2	

j) a Women's Centre?

	Yes	No	?/NA	Total
# of Respondents	25	25	0	50
# of Universities	22	22	0	44
% of Universities	50	50	0	

k) if yes to 1(j), does it offer training in:
i) learning skills?

	Yes	No	?/NA	Total
# of Respondents	9	15	2	26
# of Universities	8	14	1	23
% of Universities	35	61	4	

ii) time management?

	Yes	No	?/NA	Total
# of Respondents	6	17	2	25
# of Universities	5	15	1	21
% of Universities	24	71	5	

iii) assertiveness training?

	Yes	No	?/NA	Total
# of Respondents	9	15	2	26
# of Universities	8	14	1	23
% of Universities	35	61	4	

l) is there a Status of Woman newsletter?

	Yes	No	?/NA	Total
# of Respondents	11	38	0	49
# of Universities	10	34	0	44
% of Universities	23	77	0	

m) is funding for the Status of Women office and/or Women's Centre secure?

	Yes	No	?/NA	Total
# of Respondents	18	16	10	44
# of Universities	16	14	9	39
% of Universities	41	36	23	

B. COURSE CONTENT

2. Does your university have a general policy which encourages balance in course content with respect to male and female scholarship, perspectives and concerns?

	Yes	No	?/NA	Total
# of Respondents	8	40	2	50
# of Universities	7	35	2	44
% of Universities	16	80	5	

3. In which faculties is such an effort at balance made? Please check all that apply.

law	social sciences	engineering
medicine	health sciences	natural sciences
arts	languages	information sciences

other (please describe)

(See page 5 for data.)

C. CURRICULA

4. Does your university have initiatives in place to encourage women to enter programs in non-traditional areas such as mathematics, natural sciences, forestry, etc.?

	Yes	No	?/NA	Total
# of Respondents	24	23	1	48
# of Universities	22	21	1	44
% of Universities	50	48	2	

5. What incentives are in place to encourage women undergraduates to remain in these fields and to go on to graduate studies?

(See page 6 for data.)

6. Does your university sponsor any programs to encourage female high school students to consider careers in science, for example, the WISH (Women in Science Hopefully) initiative undertaken by York University in Toronto?

	Yes	No	?/NA	Total
# of Respondents	26	20	2	48
# of Universities	23	20	1	44
% of Universities	52	45	2	

7. Does your university have a Women's Studies program? If "no", go to question #10.

	Yes	No	?/NA	Total
# of Respondents	32	18	0	50
# of Universities	29	15	0	44
% of Universities	66	34	0	

If yes, to what level? Bachelor - 29
Master - 2
Ph.D. - 1

8. Does the Women's Studies program have a full-time coordinator, rather than a cross-appointment?

	Yes	No	?/NA	Total
# of Respondents	10	22	1	33
# of Universities	9	20	0	29
% of Universities	31	69	0	

9. Are courses from the Women's Studies program required as core courses in other degree programs?

	Yes	No	?/NA	Total
# of Respondents	6	25	2	33
# of Universities	6	22	1	29
% of Universities	21	76	3	

D. GENDER-NEUTRAL LANGUAGE

10. Does your university have a gender-neutral language policy in place?

	Yes	No	?/NA	Total
# of Respondents	26	24	0	50
# of Universities	22	22	0	44
% of Universities	50	50	0	

11. Would you say the majority of your faculty make a genuine effort to use gender-neutral language themselves in and out of class?

The majority of female faculty

	Yes	No	?/NA	Total
# of Respondents	37	5	6	48
# of Universities	34	5	4	43
% of Universities	79	12	9	

The majority of male faculty

	Yes	No	?/NA	Total
# of Respondents	19	22	8	49
# of Universities	18	18	7	43
% of Universities	42	42	16	

12. Would you say the majority of your faculty encourage their students to use gender-neutral language and offer corrections if they don't?

The majority of female faculty

	Yes	No	?/NA	Total
# of Respondents	26	15	7	48
# of Universities	24	12	6	42
% of Universities	57	29	14	

The majority of male faculty

	Yes	No	?/NA	Total
# of Respondents	13	25	10	48
# of Universities	12	22	8	42
% of Universities	29	52	19	

E. HARASSMENT

13. Does your university have a sexual harassment policy in place?

	Yes	No	?/NA	Total
# of Respondents	46	4	0	50
# of Universities	40	4	0	44
% of Universities	91	9	0	

14. Is there a sexual harassment officer?

	Yes	No	?/NA	Total
# of Respondents	37	13	0	50
# of Universities	32	12	0	44
% of Universities	73	27	0	

15. Does the sexual harassment officer have responsibility for:

a) complaints procedures?

	Yes	No	?/NA	Total
# of Respondents	37	4	1	42
# of Universities	34	3	1	38
% of Universities	89	8	3	

b) counselling of victims?

	Yes	No	?/NA	Total
# of Respondents	37	4	1	42
# of Universities	33	4	1	38
% of Universities	87	11	3	

c) sexual harassment education programs for faculty?

	Yes	No	?/NA	Total
# of Respondents	35	7	0	42
# of Universities	30	7	0	37
% of Universities	81	19	0	

for staff?

	Yes	No	?/NA	Total
# of Respondents	34	7	1	42
# of Universities	30	7	1	38
% of Universities	79	18	3	

for students?

	Yes	No	?/NA	Total
# of Respondents	34	7	1	42
# of Universities	30	7	1	38
% of Universities	79	18	3	

16. Please describe any element of your sexual harassment education program which you feel has been particularly effective.

(See page 8 for data.)

17. Would you say the faculty and the students at your institution are aware of what constitutes sexual harassment and what to do about it?

a) Faculty
very aware - 4
somewhat aware - 38
not very aware - 8
not at all aware - 0

Total 50 respondents

b) Students
very aware - 7
somewhat aware - 29
not very aware - 14
not at all aware - 0

Total 50 respondents

18. What are the sanctions against offenders? Please give specific examples.

(See page 9 for data.)

19. Does the sexual harassment policy cover student-produced newspapers or skits?

	Yes	No	?/NA	Total
# of Respondents	32	12	4	48
# of Universities	29	11	3	43
% of Universities	67	26	7	

20. Are student newspapers/skits monitored regularly for offensive content?

	Yes	No	?/NA	Total
# of Respondents	22	24	4	50
# of Universities	20	21	3	44
% of Universities	45	48	7	

21. What action is taken when offensive material is found?

(See page 9 for data.)

22. What measures are in place to protect the jobs of those who are plaintiffs or witnesses to sexual harassment?

(See page 9 for data.)

F. SAFE ENVIRONMENT

23. Does your university have:

a) escort services for students studying at late hours?

	Yes	No	?/NA	Total
# of Respondents	34	15	1	50
# of Universities	30	13	1	44
% of Universities	68	30	2	

b) regular security patrols of library stacks?

	Yes	No	?/NA	Total
# of Respondents	27	20	2	49
# of Universities	25	17	1	43
% of Universities	58	40	2	

c) TV monitoring and/or scream-activated alarm microphones in the library?

	Yes	No	?/NA	Total
# of Respondents	9	41	0	50
# of Universities	7	37	0	44
% of Universities	16	84	0	

d) shrubbery trimmed so it cannot conceal an attacker?

	Yes	No	?/NA	Total
# of Respondents	28	12	6	46
# of Universities	24	11	5	40
% of Universities	60	28	13	

e) at least one fully lit path around and through the whole university campus?

	Yes	No	?/NA	Total
# of Respondents	37	11	1	49
# of Universities	33	9	1	43
% of Universities	77	21	2	

f) well-marked, numerous and easily accessible emergency phones?

	Yes	No	?/NA	Total
# of Respondents	13	34	2	49
# of Universities	11	32	1	44
% of Universities	25	73	2	

g) well lit parking lots?

	Yes	No	?/NA	Total
# of Respondents	31	16	1	48
# of Universities	28	13	1	42
% of Universities	67	31	2	

h) men's groups concerned with decreasing the violence to women?

	Yes	No	?/NA	Total
# of Respondents	13	35	1	49
# of Universities	11	31	1	43
% of Universities	26	72	2	

G. RECOGNITION OF WORK EXPERIENCE

24. When hiring, does your university take into account time taken for child-rearing or other family responsibilities that may have delayed attainment of a particular career milestone?

	Yes	No	?/NA	Total
# of Respondents	15	26	7	48
# of Universities	14	23	6	43
% of Universities	33	53	14	

25. What weight is given to relevant unpaid work experience such as volunteer teaching, administration, second careers or scholarly works?

same - 7
1/2 as much weight as paid experience - 5
none - 13

18 universities replied "depends" or "uncertain"

Total universities - 43

H. INCENTIVES

26. Does your university collect data on why some students are unable to complete undergraduate or graduate degrees? (lack of money, lack of home support)

	Yes	No	?/NA	Total
# of Respondents	15	28	5	48
# of Universities	15	27	2	44
% of Universities	34	61	5	

27. What office collects the data and how often?

(See page 13 for data.)

28. In the academic year 1990-1991, how many students failed to complete their degrees?

(See page 13 for data.)

29. Were there any differences between males and females in the reasons given for failure to complete a degree?

	Yes	No	?/NA	Total
# of Respondents	0	8	22	30
# of Universities	0	7	21	28
% of Universities	0	25	75	

30. Does your university offer creative timetables with greater flexibility to accommodate those with child-rearing responsibilities?

	Yes	No	?/NA	Total
# of Respondents	24	15	10	49
# of Universities	22	13	8	43
% of Universities	51	30	19	

31. Has there been a revision of scholarship requirements to remove age limits or to extend the time permitted for acceptance following a first degree?

(See page 15 for data.)

32. At your university, are part-time scholarship and job-sharing viable, respected and practical alternatives?

	Yes	No	?/NA	Total
# of Respondents	16	21	3	40
# of Universities	15	20	3	38
% of Universities	39	53	8	

33. Have you considered offering "re-entry" scholarships, eg. similar to post-doctoral fellowships, to allow (usually female) Ph.D. students to return to academia after an absence for child-rearing?

	Yes	No	?/NA	Total
# of Respondents	2	26	17	45
# of Universities	2	23	15	40
% of Universities	5	58	38	

I. SALARY EQUITY

34. Please indicate the number and average salary of your female/male faculty members at each rank.

(See page 16 for data.)

35. Does your university have a pay equity plan that includes female faculty?

	Yes	No	?/NA	Total
# of Respondents	27	21	0	48
# of Universities	24	18	0	42
% of Universities	57	43	0	

36. How has your faculty been informed of the pay equity plan? Check all that apply.

(See page 16 for data.)

37. Would you say that the majority of your female faculty is aware of the provisions of the pay equity plan and how to access them?

very aware - 11
somewhat aware - 8
not very aware - 1
not at all aware - 2

9 respondents were uncertain
Total respondents - 31

38. Has your university signed a Federal Contractor's Program?

	Yes	No	?/NA	Total
# of Respondents	26	19	2	47
# of Universities	23	18	1	42
% of Universities	55	43	2	

39. If a survey of salary information has been done previously, what were the effects? Please check all that apply.

a) Inequities associated with gender were identified.

	Yes	No	?/NA	Total
# of Respondents	27	2	6	35
# of Universities	24	2	6	32
% of Universities	75	6	19	

b) Recommendations based on the survey were made.

	Yes	No	?/NA	Total
# of Respondents	23	3	7	33
# of Universities	20	2	7	29
% of Universities	69	7	24	

c) Action to implement recommendations is underway.

	Yes	No	?/NA	Total
# of Respondents	20	6	7	33
# of Universities	18	5	7	30
% of Universities	60	17	23	

J) HIRING AND TENURE

40. Does your university have an Affirmative Action strategy to increase the number of female faculty hired and promoted?

	Yes	No	?/NA	Total
# of Respondents	25	23	1	49
# of Universities	22	21	1	44
% of Universities	50	48	2	

41. How aware would you say the majority of your female faculty members are of how to use the affirmative action plan?

very aware - 10
somewhat aware - 16
not very aware - 2
not at all aware - 0

7 respondents were uncertain
Total respondents - 35

42. How many faculty members have been hired into tenure-track positions in the last 5 years?

(See page 17 for data.)

43. How many faculty members have achieved tenure in the last 5 years?

(See page 17 for data.)

44. If the ratios of women to men in #42 and #43 are not the same, has your university conducted a study to determine why?

	Yes	No	?/NA	Total
# of Respondents	7	21	5	33
# of Universities	7	19	5	31
% of Universities	22	61	16	

45. Has the university modified tenure procedures or extended the time restrictions permitted for qualification to accommodate faculty with child-rearing or other family responsibilities?

	Yes	No	?/NA	Total
# of Respondents	17	25	1	43
# of Universities	16	22	1	39
% of Universities	41	56	3	

46. In awarding merit increases, do you have standardized procedures to help eliminate personal bias if the award is made by an individual, rather than a committee?

	Yes	No	?/NA	Total
# of Respondents	18	15	14	47
# of Universities	18	14	10	42
% of Universities	43	33	24	

47. Do important academic committees try to have more than one woman committee member?

	Yes	No	?/NA	Total
# of Respondents	21	24	2	47
# of Universities	19	21	2	42
% of Universities	45	50	5	

48. How does the ratio of female/male faculty on grant review boards and internal boards allocating travel awards or other funds compare to the ratio of all female/male faculty?

more female than male faculty on internal boards relative to all faculty - 3
same ratio - 12
fewer female than male faculty - 10

5 respondents were uncertain
8 stated non applicable

Total universities - 38

49. Please describe any innovative programs that have not been covered by the above which you feel could benefit women at other universities.
(See page 18 for data.)

CFUW Oakville would like to thank the following women for their enthusiastic support and helpful comments in the preparation of the questionnaire.

Dr. Diane Wilson-Cox
Research Institute, Hospital for Sick Children, Toronto

Dr. Linda Penn
Reaseach Institute, Hospital for Sick Children, Toronto

Dr. Fran Klodawsky, Status of Women Coordinator
Carleton University, Ottawa

Dr. Helen Breslauer, Senior Research Officer
Ontario Confederation of University Faculty Associations, Toronto

Dr. Marielle Prefontaine, Vice-recteure adjointe
Universite de Moncton, Moncton

Dr. Rose Sheinin
The Royal Society of Canada, Ottawa

Dr. Meredith Kimball
Simon Fraser University, Burnaby

Mrs. E.F. Jones
Edmonton

Dr. Janice Drakich and Dr. Marilyn Taylor
Status of Women Committee
Canadian Association of University Teachers

Dr. Anne Innis Dagg
University of Waterloo, Waterloo

Dr. Maroussa Ahmed and Dr. Liz Inman, Status of Women Committee
McMaster University, Hamilton

Dr. Laura Selleck
Council of Ontario Universities, Toronto

Dr. Johanna Stuckey, Director of Women's Studies
York University, Toronto

Mrs. Helen Barnes
Anquest Research, Oakville

Dr. Claudie Solar
Concordia University, Montreal

APPENDIX 2

RATIONALE

The following comments briefly justified to club volunteers why each area was included in the questionnaire.

A. SUPPORT SERVICES:

Support services are a vital element in achieving academic success. This is true especially for women, who have few female role models or counsellors. Women faculty with small children require both material support in the way of child care services and philosophical support by male colleagues who tend to benefit from built-in help at home.

B. COURSE CONTENT:

Main-stream courses tend to include primarily male-only perspectives and teaching materials. Women's scholarship is poorly represented on reading lists and in libraries.

C. CURRICULA:

Women tend not to take science and math courses in the numbers our society requires to fill our future technological staffing needs. Women's studies programs are often viewed as "easier" than other humanities programs and are poorly funded.

D. GENDER-NEUTRAL LANGUAGE:

Use of exclusionary or sexist language perpetuates stereotypes based on sex alone and contributes to discriminatory practices.

E. HARASSMENT: Sexual harassment on university campuses is well-documented. Administrations have been slow to act against staff and students who act harmfully in the name of "fun", dismissing these offensive occurrences as "boy's pranks" in which "no real harm is done". Real harm is sustained by the (usually) female victims and their protests often bring only further harassment.

F. SAFE ENVIRONMENT:

Women seem to need physical protection on university campuses more than ever.

G. RECOGNITION OF WORK EXPERIENCE:

Women's career paths often differ from those of men. Job turnover or a gap in relevant career experience is frequently due to family responsibilities or to women following mobile spouses rather than to poor performance.

H. INCENTIVES:

Women comprise 52% of the Canadian population, at least 50% of our brightest minds and 53% of our university undergraduates. It is in the university's interest to encourage young women to finish their undergraduate degrees and to enter and finish graduate school. Incentives can help retain faculty having or raising small children and facilitate such faculty's return after children have grown.

I. SALARY EQUITY:

At some universities, female faculty still earn less than their male peers for similar work in spite of incentives such as the Federal Contractor's Program. In this program, institutions wishing to bid on contracts worth over $200,000 tendered by the federal government must have a pay equity plan in place.

J. HIRING AND TENURE:

Women are not appointed to tenure-track positions in the numbers warranted by the proportion of women holding lower-ranked faculty positions or by the numbers of female students. Tenured women are important as role models for young female students, especially in less-structured graduate programs such as scientific research.

APPENDIX 3

CANADIAN UNIVERSITY PARTICIPANTS

British Columbia

- Simon Fraser University
- University of British Columbia
- University of Victoria
- Royal Roads Military College

Alberta

- University of Alberta
- University of Calgary

Saskatchewan

- University of Regina
- University of Saskatchewan

Manitoba

- University of Winnipeg
- Brandon University
- University of Manitoba

Ontario

- Université D'Ottawa
- University of Guelph
- Wilfrid Laurier University
- University of Waterloo
- Brock University
- Trent University
- University of Western Ontario
- York University
- Queen's University
- Royal Military College
- Laurentian University
- University of Toronto

Quebec

Bishop's University
Concordia University
École Polytechnique
Sherbrooke University
École de Technologie Supérieure
McGill University
Laval University
Université du Québec École Nationale D'Administration Publique
Université du Montréal
Université du Québec Abitibi-Temiscamingue

New Brunswick

Mount Allison University
Université de Moncton

Nova Scotia

University of King's College
Nova Scotia Agricultural College
Mount Saint Vincent
Technical University of Nova Scotia
Saint Mary's University
Nova Scotia College of Art and Design
Dalhousie University
Acadia University

Prince Edward Island

University of Prince Edward Island

Newfoundland

Memorial University

APPENDIX 4

SEPARATE INFORMATION RECEIVED FROM UNIVERSITIES

The following is a partial list of reports, policy information or official pamphlets sent by universities with their questionnaires.

A. Support Services

University of British Columbia
- Policies and Procedures, Subject Day Care Facilities, June 5, 1977
- Child Care Services
- Advisor to the President on Women and Gender Relations
- Centre for Continuing Education, Women's Resources Centre

University of Manitoba
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